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ABSTRACT

Arguing that Canadian colleges and institutes will be increasingly invited to provide strong leadership in their communities at educational, cultural, economic, and social levels, this paper discusses the conditions that will promote the growth of leadership in Canada's colleges and institutes and identifies ways that managers, teachers, students, and citizens can promote this growth. The paper begins by discussing the position held and role played by school in society now and in the past, and specifically its involvement in the community. After defining what a college (e.g., community college, technical training school, or center for professional development) should be, the paper deals with the notion of leadership and the traits found in the individuals and groups who assume leadership functions in their respective environments. Next, an attempt is made to clarify in what manner leadership is distinct from management and to show how these two functions are complementary and essential in a well-run organization. The paper then analyzes the various forms under which leadership can be carried out in Canadian colleges and institutes, using as examples cases of individual, institutional, and community leadership found at college Edouard-Montpetit. The paper closes with a series of questions concerning leadership. A notebook for note taking is provided. (KP)

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ED 370 629

Keynote address
Saturday, May 28th 1994: 9h00 - 10h00

Community Colleges and Leadership : an Exercise in convergence

Address given at
the 1994 ACCC Annual Conference

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1.0 Foreword[1]

Now that the countdown is well underway and that we are readying ourselves to enter a new millennium, should we not ask ourselves if our system of education and its individual institutions will be able to avail themselves with the conditions that will insure sustained development while allowing them to fulfil the needs of their communities. This address in fact deals with one of these conditions : how successfully will the system and its institutions be able to exercise their leadership in the field of education. Our premise is simple : Canadian colleges and institutes, and numerous other institutions, have not always been able, in recent years, to fully fill the leading role that should be theirs. This is why we have given this address the sub-head : Canadian colleges and institutes : community leaders: a responsibility to be rediscovered.

1.1 Purpose of this address

Within this presentation, we would like to convince you that more and more Canadian colleges and institutions will be invited to provide strong leadership in their specific communities, both locally and internationally, and that this leadership must be provided at the educational as well as cultural, economic and social levels. Furthermore, we would like to call attention to certain interesting similarities that exist between the education function and the exercise of leadership and demonstrate how one can complement the other. Finally, we will contend that, in the present circumstances facing the system of education, Canadian colleges and institutes must understand that the exercise of leadership should be perceived as a major responsibility.

At the very time when many of our educational institutions are faced with reduced numbers in staffing, financial cut-backs, they also are confronted with a shortage in human resources. Even though they can still count upon the services of competent and devoted employees, they may lack the people with the skills and mindsets to lead their enterprise[2] forward in a thoroughly different and rapidly changing world. Most

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1 Throughout, references made to people encompass women as well as men unless otherwise noted.

2 Calling school systems educational enterprises may at first glance seem inappropriate. The word "enterprise" is mostly associated to business and many people in the education field are

educational institutions today are not doing enough to actively develop and nurture the leadership potential of their people. In fact, many are doing just the opposite - stifling the creative instincts and energies of their employees and their students, and in a more global way, of their respective communities by discouraging original thought, risk-taking and innovation.

When a community's need in the areas of education, training and skills development are in rapid evolution and when organizations are themselves subjected to important modifications, Canadian colleges and institutes must call upon all of their resources to create conditions that will allow individuals and groups to exercise their leadership and fully realize their duty in the field of education.

This problem as a whole can be summarised by two questions :

How can we create and maintain the conditions that will promote the growth of leadership in our colleges and institutes?

What can we, as managers, teachers, students and citizens, do to promote the growth of leadership in our colleges and institutes?

In suggesting that these two questions should be reflected upon, we hope to convince you that while the theme of leadership in our colleges and institutes is not a new one.[3] it remains relevant and is still a problem worthy of the attention of all those active in the field of education.

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of the opinion that "schools" should not be considered as business ventures. The term most often used in school management is organization. We believe that words have a strong semantic weight and that the concept of organization brings to mind features such as structure, order, stability and statu quo while the word "enterprise" brings to mind a project, a dynamic process that seems more appropriate to the ideas unfolded in this presentation.

[3] A literature review made on the question of leadership in the field of education is very enlightening. It is really a question that is not new and that has brought about considerable activity in theory and practice. A number of studies date back about thirty years as evidenced by the two following references : Saunders, Robert L. A theory of educational leadership, Columbus, Ohio : C.E. Merrill Books, 1966, 174 pages / Heller, Melvin P. Preparing Educational Leaders : New Challenges and Perspectives, Bloomington Indiana, Phi Delta Kappa Educational Foundation, 1974, 72 pages.

1.2 Overview of the presentation

We first will recall, in a few quick strokes, the position held and role played by the school in society now and in the past and more specifically its involvement in the community. We will then offer a definition of what a college should be. We will then deal with the notion of leadership and the traits found in the individuals and groups who assume leadership functions in their respective environments. By calling to mind a statement made by Warren Bennis to the effect that most of our organizations are over managed and underled, we will attempt to clarify in what manner leadership is distinct from management and also to show how these two functions are complementary and essential in a well run organization. We will then analyse the various forms under which leadership can be carried out in our colleges and institutes and will propose some concrete cases as a matter of example. The presentation will close with a series of interrogations concerning leadership, which questions hopefully will help you pursue this reflection within your own institution.

2.0 School and society

The position that schooling occupies in our society is derived from one of our most precious heritage, the thinking of Greek philosophers. It is during this rich intellectual period that unfolded four centuries BC. that Plato gave schooling and scholars a central position in any society concept :

> **«the Office of Minister of Education, in Plato's view, should be the greatest 'of all the offices of the state... the legislator ought not to allow the education of children to become a secondary or accidental matter.'»**[4]

Henceforth, the true position afforded education will be conditioned through the years by events and social movements to eventually find its real importance in modern society. Whatever the type of society, the importance given to education is a reflection of the quality of that society and the importance the citizen has in it. At the risk of paraphrasing

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[4] Lawrence, Elizabeth, The Origins and Growth of Modern Education, Baltimore, Maryland; Pelican Books, 1970, 393 pages, p. 29.

young Marx in his writings of 1844,[5] it is possible to recognize the quality of a society by the place it affords education.

2.1 The Little Red School House

Notwithstanding its limited resources and programmes, the traditional "little red school house" did occupy a select position in the community. Pride of the neighbourhood, wealth of a town, the existence of each school was dependant on closely knit relations with all notable people and the institutions they represented with distinction : the notary (law), the doctor (health), the merchant (business), the mayor (government), the pastor (church), the farmer and craftsman (industry). Further to welcoming and instructing children, the local school, in time and place, was, for the community, a meeting and gathering place. Advice and opinions of the teacher were sought after, his expertise was recognised and his knowledge honoured. On the strength of the mandate given by the community, he fought ignorance and constantly reminded parents that a child's place was in school and not in the fields. He prized learning and even more education. The ties that bound a school to its community were organic and steadily renewed in the daily customs and activities of all concerned. The school's mission was clearly defined and inspired by the community : educate, instruct, teach. Figure 1 provides a schematic view of the ties that the traditional local school maintained with the notable people and institutions of its community.

[5] Marx Karl, Economic and Philosophic Manuscripts of 1844, Moscow: Foreign Languages Publishing House, 1961.

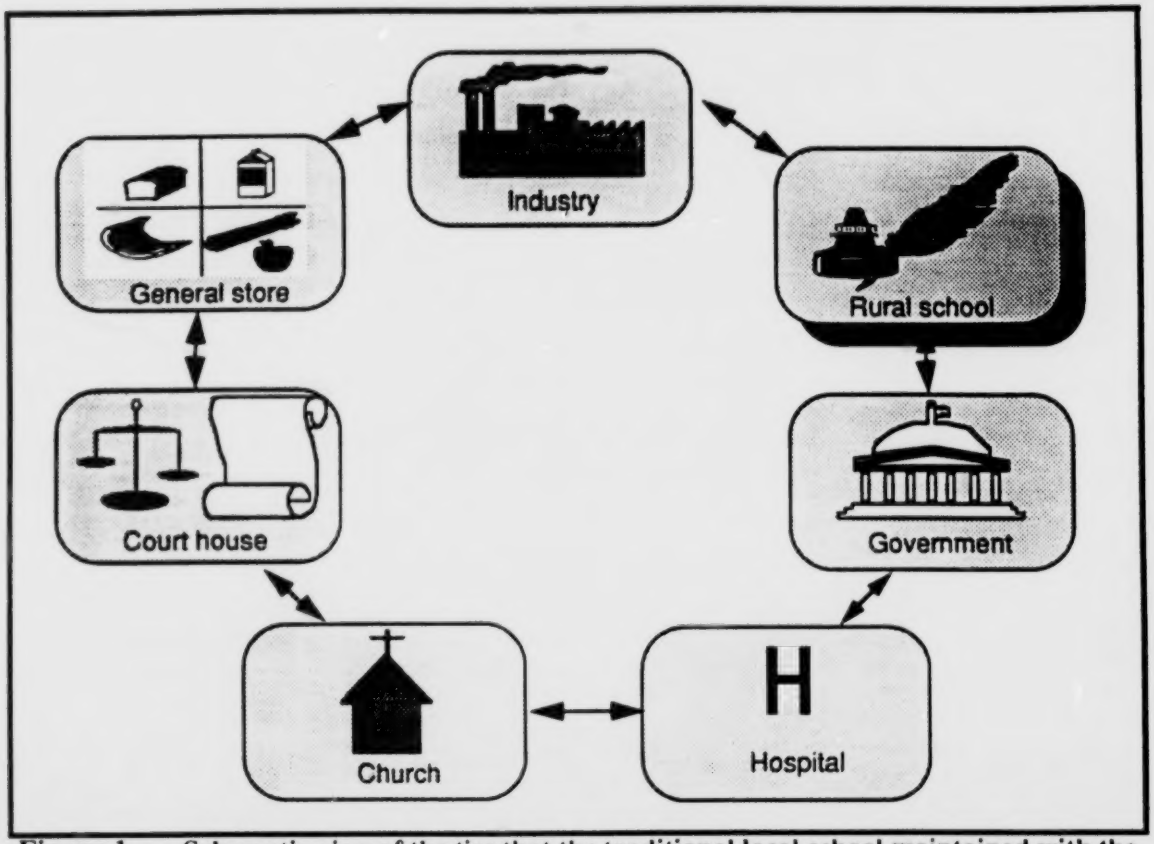

Figure 1 **Schematic view of the ties that the traditional local school maintained with the notable people and institutions of its community.**

2.2 Schools as they exist today

Present day schools bear little resemblance to the traditional local school. They have changed mostly for the better. The school system has taken its distances from the sometimes overbearing influence of the Church, it has become more democratic, it has opened its doors to women and minorities, it has found a new life. But it has also adopted less fortunate changes; it has become more complex, more diversified and more technical. It has become the arena of specialists, of structured and often dispersed knowledge. It offers a service among others that others claim to be able to provide also. It has taken its distances from its immediate community and has broken with many of the institutions with which it traditionally maintained relations. Today, it is submitted to the weighty

presence of governments and often it is blown from side to side and hesitant in the face of various and sometimes contradictory demands made by students, parents, employers, politicians and specialists of every stripe. The school in the form that it is known and experienced today is an institution that experiences a sense of loss, that is searching for a clear cut mission and for individuals able to help it define its mission and guide it towards its accomplishment. Figure 2 provides a schematic view of the ties, often tenuous, sometimes non-existent, that the present day school maintains with other institutions in the community.

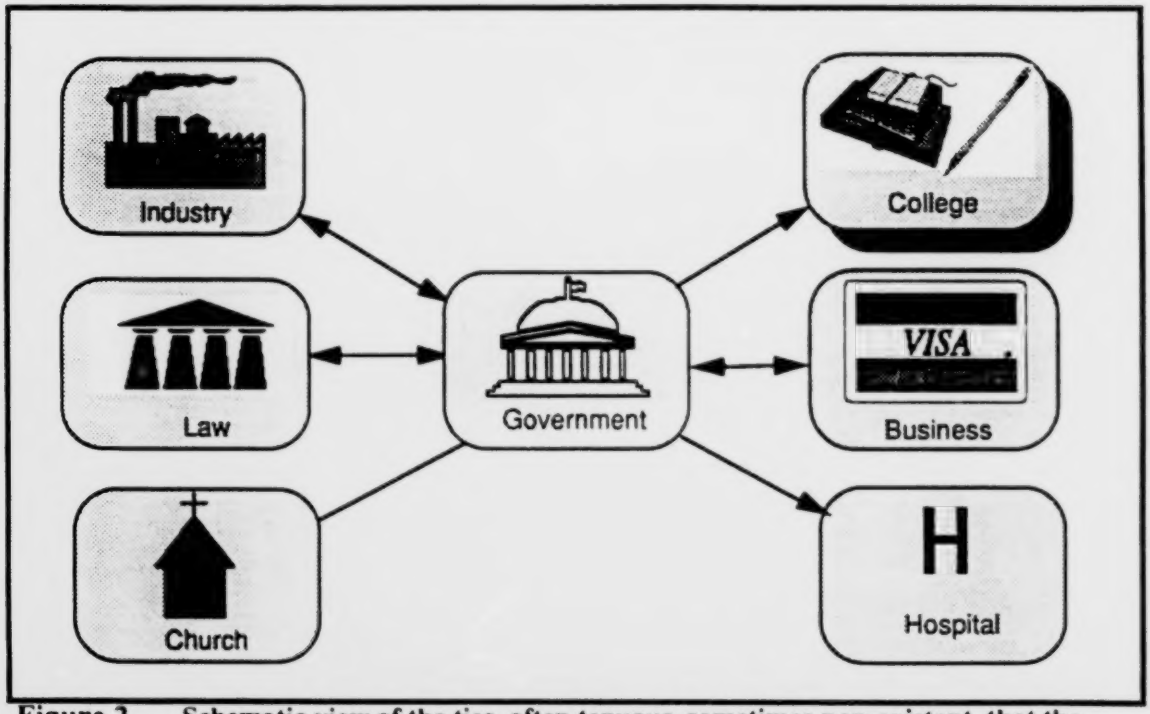

Figure 2 Schematic view of the ties, often tenuous, sometimes non-existent, that the present day school maintains with other institutions in the community

2.3 Definition of a college

A college is essentially a school and its purpose is education. It is located in a city or a region and at times may be called a community college. A college can be a post-secondary institution, a technical training school, a centre for specific professional development and excellence but most of all is a way of life. Colleges offer their respective clientele an array of a few hundred courses and dozens of programmes, an abundance of orientations and pedagogical practices, a full set of diplomas and certificates and a multitude of extra-curricular activities. They regroup classrooms, labs, libraries, gyms, auditoriums, arenas, pools, etc. They hire teachers, technicians, support staff, managers, counsellors, researchers, trainers, graphic artists, producers, programmers, etc. While some are small in size with only a few hundred students, others are close to gigantic with tens of thousands of day or evening students and pupils in continuing education drawn from the professional, institutional, community and international fields.

As it is the case for school systems, colleges and institutes of post-secondary learning do experience various difficulties : poorly defined or ambiguous role, contradictory demands made by clients with opposing needs, cumbersome administrative structures, a goalless and at times listless staff, a misdirected and unmotivated student body. Yet, Canadian colleges and institutes fill a fundamental function within their community; they share certain characteristics and bear a common definition. For us, a college is a learning centre, a place for training and acquiring knowledge which provides each of its users with the opportunity to identify and perfect their talents and skills in relation with their own personal life goals as well as an appropriate field of learning. It is also a social system which efficiently manages its resources and makes them available to the national and international communities. Finally, it is an active partner in the educational, cultural, economic and social development of its national and international community.

Defining a college

A college is..

- **a system of education, a place of learning which offers to every one of its users the opportunity to discover and improve their aptitudes and abilities in an appropriate field of knowledge;**
- **a social minded undertaking which efficiently manages its resources and makes them available to the community;**
- **an active partner in the educational, cultural, economical and social development of its national and international community.**

2.4 The College : a community leader

To afford users the opportunity of discovering and improving their talents and skills, to efficiently manage their resources while making them available to the community and to become an active partner in various projects, Canadian colleges and institutes will again have to exercise their leadership in the field of education and reoccupy the important position they should hold in their communities.

In our opinion, the real question should then be : why education (in its widest sense) could not reclaim its position in the community and exercise once again an essential role from the point of view of the students, the parents, the employers and the general public?

The challenge facing colleges at present is to repossess that position and, to do so, they must make their leadership evident in many fields. They must once again, and decisively, exercise their leadership in the field of education. They must once more demonstrate their expertise as educators and show that they are better than anyone capable to satisfy the changeable needs of a constantly evolving society. Figure 3 offers a synoptic view of the central position to be occupied by colleges and institutes and the leadership they must exercise in education.

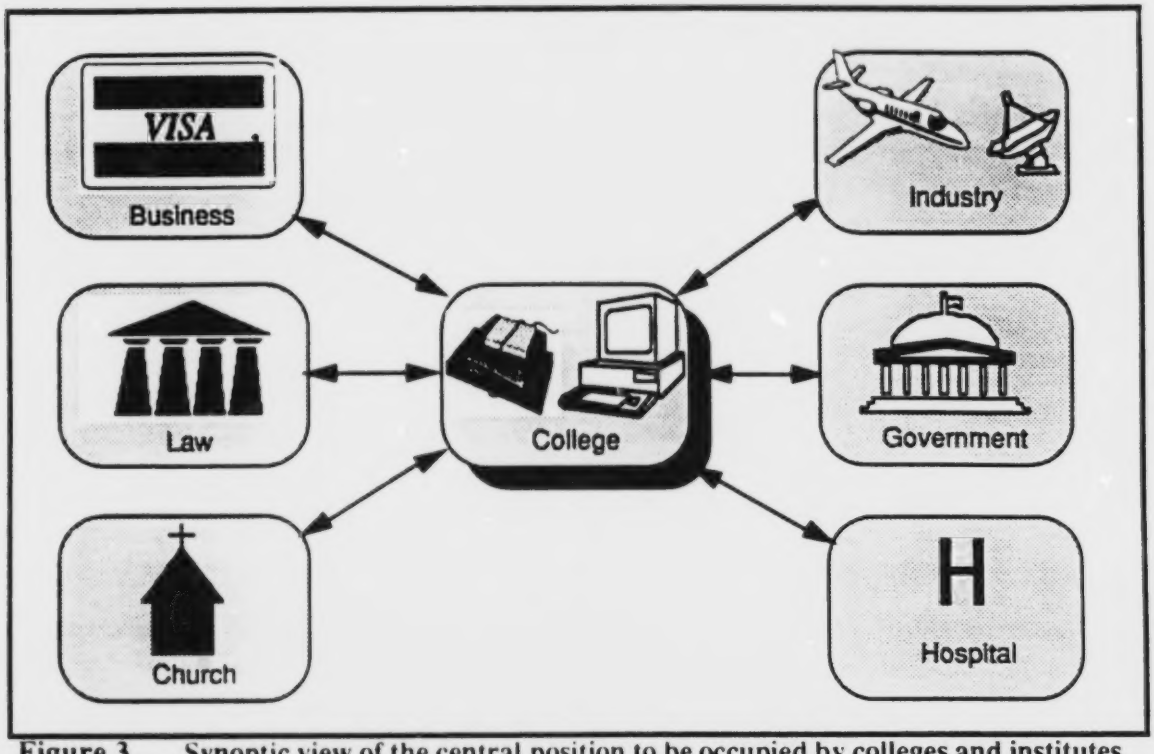

Figure 3 **Synoptic view of the central position to be occupied by colleges and institutes and the leadership they must exercise in education**

2.5 An ideal society

In a perfect society, if we could be allowed for one moment to entertain a utopian vision, the citizen would be at the very heart of the considerations of all institutions and social agencies and his welfare would become the primary preoccupation of one and all. As the specialist in education, the school would carry out its duty in close co-operation will all other components of society.

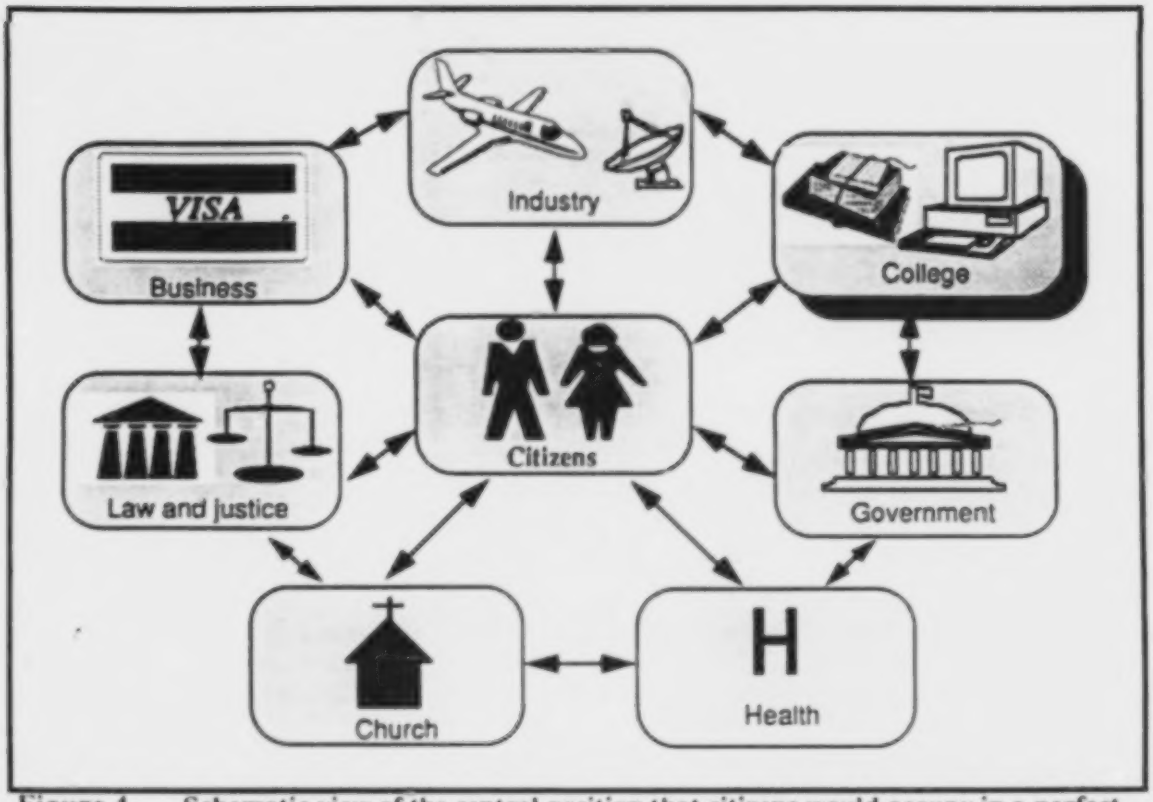

Figure 4 **Schematic view of the central position that citizens would occupy in a perfect society and the special role played in that society by the educational system**

At their level, colleges and institutes would play their educational role by affording every citizen the possibility of discovering and perfecting their gifts and capabilities; would establish positive and co-operative relations with various social players; would efficiently manage their resources and make them available to the community while yet becoming an active partner in its educational, cultural, economic and social development. Figure 4 provides a schematic view of the central position that citizens would occupy in a perfect society and the special role played in that society by the educational system and accordingly by colleges and institutes.

3.0 Converging definitions

You will see below two short definitions. As a sort of intellectual game and short recess, we would invite you to identify for each definition what concept is defined, who is the author and when was it formulated.

Concept	Definitions	Author	Period
_____	**«It is the process of drawing out what is already latent in the individual. It is an active search, and the only possible when the individual takes it on willingly, for himself..»**	_____	_____
_____	**«The art of getting others to want to do something that you are convinced should be done.»**	_____	_____

N.B. Do not turn the page before having tried to complete the missing information.

And here are the answers to the test.

Concept	Definitions	Author	Period
Education	**«It is the process of drawing out what is already latent in the individual. It is an active search, and the only possible when the individual takes it on willingly, for himself..»**	**Plato**	**400 BC**
Leadership	**«The art of getting others to want to do something that you are convinced should be done.»**	**Vance Packard**	**1962**

If you have managed to correctly identify the missing information, your classical culture can only be equalled by your precise knowledge of recent concepts in the field of human resources management. If you were successful in recognising Plato's concept of education you are a credit to your profession; if you were able to identify Vance Packard and his definition of leadership, you have retained some good lessons from your most recent classes in Human resources management. If this information has remained a latent knowledge, at the tip of your tongue, the game will have served the purpose of refreshing that knowledge. In The Pyramid Climbers, a book now recognised as an authority in the field, Vance Packard thus defines leadership : "Leadership appears to be the art of getting others to want to do something that you are convinced should be done."[6] Leadership may not be as foreign to the educational function as we could be led to believe. Let us place side by side Plato's concept of education and the leadership definition offered by Vance Packard and let us analyse briefly their similarities and differences.

Both definitions refer to art, to know-how that can be acquired, developed and improved. In both cases, the art consists in bringing an individual to a goal previously set, the way to which is mostly known. The action is voluntarily undertaken by the individual; the individual undertakes an active search, he wants to do it. At this point, the two definitions become slightly divergent. In the case of Education, the aim is to help the individual discover what is already latent in him, to identify the relationships whose co-ordinates he already possess; in the case of Leadership, the action is frequently

[6] Packard, Vance, The Pyramid Climbers, New York: McGraw-Hill, 1962.

determined by the leader. In both cases, the educator and the leader control an influencing process and act as guides, certain of the excellence of their art and of the direction that must be taken. In this sense, the two definitions bear interesting parallels.

Education	**Leadership**
It is the art	**It is the art**
of getting an individual	**of getting an individual**
to undertake an active search	**to want to do something**
to help him find	**that we are convinced**
what is already latent in him.	**should be done.**

For that matter, when examining somewhat the roles played towards others by the leader and the educator, one can question if the educator is not also a leader, in that sense that he guides and orients an individual's training, and if the leader does not act also as an educator when he brings the individual to share his conviction of what should be done. One works mainly towards knowledge while the other seeks action.

These two definitions will provide the elements to build a definition of educational leadership, that is a leadership that takes shape and is extended in the field of education. For our purpose, we will define **educational leadership** as "the process of drawing out what is already latent in the individual. It is the art of getting others to want to do something that you and they are convinced should be done, which becomes the best possible action when the individual takes it on willingly, for himself." Hence, educational leadership rests on a fundamental belief that individuals will enlist in a project that satisfies the expectations of all and the needs of each. The nature of educational leadership consists in drawing out of each one a collective project, to give it form and to make sure that one and all are actively engaged in its achievement.

Educational Leadership

«It is the process of drawing out what is already latent in individuals. It is the art of getting others to want to do something that you and they are convinced should be done, and the only possible when individuals take it on willingly, for themselves».

Sanssouci, 1994

To fully play its education and other roles as a whole, the school must assume with confidence and conviction its role as a leader in the community. As was the case for the "little red school house" and the district school, it must be set at the very heart of the community educational activity.

4.0 Leaders and leadership

What do we mean by **leader** and **leadership**? Many definitions exist for these two terms. For a start, we can review the most frequently used definitions to draw from them the most relevant aspects.

4.1 The leader

According to James McGregor-Burns, leaders are described as "those who first go foreward."[7] It is those who break ranks to show others what direction to take. They are the harbingers of a new order. They leave the beaten path and are the first to venture in a direction no one has ever taken. This trait and this ability is well summarised in the following advice :

> **"Do not follow where the path may lead. Go instead where there is no path and leave a trail."** -Renn Zaphiropulos, President Versatec Inc.[8]

[8] Kouzes & Posner (1988). p.. 42.

Since leading almost always involves initiating and usually requires risk taking, its absence is often not easily observed, yet its presence will always be felt and all forms of leadership must be encouraged and promoted. Leadership takes nothing away, it adds and transforms. Having traditionally operated in stable environments, colleges and institutes have not been required to develop and encourage this type of qualification; today, being faced by a world in motion, they do not always succeed in identifying what is at fault. The ship is still afloat but it is stranded.

4.2 A leader's qualifications

Leadership is not found only in individuals; it can be the fact of a group.[9] However, one must realise that leadership is primarily a communication process carried out through a trusting relationship of inter-dependence established between an individual (or a group of individuals) and a group.

A leader's qualifications exist because they are continuously regenerated by other individual's activities. One cannot exercise leadership unless others accept to follow and recognise that leadership.

Leadership traits most admired by employees

Kouzes and Posner have compiled the results of a number of studies aimed at identifying the most admired characteristics in a leader from the point of view of managers and employees.[10] This compilation resulted in a list of those characteristics that are most admired in leaders. The ten main characteristics ranked by order according to the percentage of respondents selecting each are shown in table 1.

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[9] The thought that leadership can be exercised by a group is not new and finds support in many concepts that have been qualified, according to time and tradition, as a community of interests, as collective thinking, as social ideology and cognition, or, closer to us, as organizational culture and cognition. In Images of the Organization, Gareth Morgan identifies at least eight metaphors of the organization that relate to the collective trait of an organization rather than to an individual characteristic. We can mention for example the following reference: Sims. H.P. & D.A. Gioia, The Thinking Organization, San Francisco: Jossey-Bass, 1986.

[10] Kouzes, James M. & Barry Z. Posner, The Leadership Challenge : How to get Extraordinary Things Done in Organizations, San Francisco; Jossey-Bass Publishers, 1988, 362 pages, p. 16-17.

The major characteristics revealed by the study are honesty, qualification, forward-looking, inspiring to others and evidencing intelligence.

Table 1

Characteristics of superior leaders (N = 2,615)

Characteristic	Ranking	Percentage of managers selecting
Honest	1	83
Competent	2	67
Forward-looking	3	62
Inspiring	4	58
Intelligent	5	43
Fair-minded	6	40
Broad-minded	7	37
Straightforward	8	34
Imaginative	9	34
Dependable	10	33

According to David Culver, a Canadian business leader and one time president and C.E.O. of Alcan, the most successful leaders have four qualifications: **simplicity, trustworthiness, uprightness** and **exactness.**[11]

A leader must possess other qualifications.

> **"Leaders are more concerned with the concept of power to than power over. They are concerned with how the power of leadership can help people become more successful, to accomplish the things that they think are important to experience a greater sense of efficacy. They are less concerned with what people are doing and more concerned with what they are accomplishing."**[12]

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11 Groupe Innovation, "À la recherche de l'organisation de demain." Palais des congrès de Montréal les 4, 5 et 6 avril 1993, Texte des conférences, p. 90.

12 Smith, John, (ed,), Critical Perspectives on Educational Leadership, Philadelphia, PA: The Flamer Press, Taylor & Francis, Inc. 1989, 247 pages, p. 32.

A good leader encourages efficiency and success. A poor leader's set up will break down when he leaves because he has not allowed others to train for leadership. Other qualifications also are associated frequently to the exercise of leadership. Amongst them we note the skill to **communicate**, to **spread responsibility**, to **stand for a cause**.

We believe that, to perform in the enterprises that are our modern schools and houses of learning, the educational leader will need qualifications that can be listed under four main categories : 1) personal values; 2) symbolic abilities; 3) interpersonal skills; 4) organizational skills.

4.2.1 Personal values

Personal skills relate to qualifications particular to an individual.

Integrity

In our view **integrity** is a first personal skill and this view is shared by many specialists. Leadership lies in an individual's (or a group of individuals') ability to give rise among others to a feeling of trust and respect by the coherence and continuity of his actions and ideas. When an individual's integrity is doubtful, he will not succeed in bringing others to want to do what he and they believe should be done. Good leaders consider leadership as a responsibility and not a privilege. They are not "permissive" and do not blame others when things go wrong. A leader must obtain the trust of his staff. This implies agreement between word and action.

Creativity

An educational leader must be creative and imaginative. He must be able to imagine what was not there before, see differently what others tend to see in a same way. He must be able to render strange what is familiar and familiar what is strange. He must see the world and the changes that occur in terms of opportunities rather than in terms of threats or problems. He must know and be able to apply his **creativity** to a common project.

Intelligence

He must have the type of intelligence that is expressed by the fineness of his judgement when analysing individuals and events and by the enthusiasm and foresight brought forth when solving problems. His **intelligence** should be contagious rather than intimidating.

Proactivity

Finally, a leader must be resolutely future oriented, he must know how to foresee rather than react. His conduct and actions must be guided by what will be rather than by what is. In the absence of a better term, we have called this skill **proactivity**.

4.2.2 Symbolic abilities

Symbolic skills relate to the various abilities and talents that each individual has to understand and use symbols and words to define and influence reality. From this viewpoint, the educational leader has as a first responsibility to give meaning to actions and events happening in his enterprise and in his milieu. His action must be expressed by means of a collective constructive undertaking, that will allow members to arrive at a useful interpretation of some aspect of the facts, to criticize it in order to adopt it for guidance in future activities.

Develop a vision

The number one symbolic skill of the educational leader will be to **develop a clear vision** of what is to be accomplished, of where to go, and of the skills and abilities that have to be acquired. But, what do we mean by vision? A vision is a clear path that directs the enterprise to act while giving its members the necessary resolve to succeed, which resolve extends beyond the day-to-day.

Vision:	**A vision is a clear path that directs the enterprise to act while giving its members the necessary resolve to succeed, which resolve extends beyond the day-to-day.**

To help his enterprise to orient itself towards the future, an educational leader must achieve three objectives. He must develop a clear vision of what is to be done by the

enterprise, he must be able to communicate this vision articulately and he must be able to have his personnel share this vision and invite its participation.

There are three ways of developing a clear vision for an enterprise : it can be self-defined and applied; it can be acquired and applied or again it can be built on consensus. This last method is the one favoured by the educational leader since once the vision has been based on the effort and contribution of all concerned, it is already partly adopted.

A vision is a picture, a representation of what is to be. A mission statement details aims and objectives for an enterprise and the relative importance they are to receive. The statement can incorporate part of the vision; it never encompasses it totally. It is important that a mission statement remains clear and simple, it is for the long term. However, its objectives must be revised periodically. When adding new objectives, the whole statement must be re-evaluated and irrelevant mandates culled. In mature enterprises, it is best to adapt the mission to the style of the enterprise rather than the opposite. Some colleges have mission statements that are so complex and widespread that no one can understand them and few are happy with them.

Understand and make sense of reality

A second symbolic skill found in an educational leader would be to understand and make sense of reality. According to Pfeffer,[13] Smircich and Stubbart,[14] the primary function of any management activity is to interpret and define facts. The manager is an interpret and an actor. It is through the very management activity that work acquires its real meaning, that events are structured and taken into account and that achievements are made explicit. The educational leader is an observer and creator. He grasps the essence of a situation, draws from it the principles and meaning, projects them into the future and leads toward them. From the interpretation he makes of a set of data, he can transform a problem into an advantage, an opportunity. For example, the advent of financial cut-backs can be the opportunity of making all the enterprise better understand budgetary implications and to make all people aware of the consequences of the different administrative and educational

[13] Pfeffer, J. "Management as Symbolic Action : The creation and maintenance of organizational paradigms", in L. L. Cummings & B.M. Staw, eds. Research in Organizational Behavior, 3, Greenwich, CT : JAI Press, pages 1 - 52, 1981.

[14] Smircich L. & C. Stubbart, "Strategic Management in An Enacted World", Academy of Management Review, 10, (4), 1985, pages 724-736.

decisions. It is frequently in complex and ambiguous situations that the educational leader must be creative. Often, it can be due only to his interpretation of an event that a crisis can evolve into a learning and development experience for all. Opportunities are often hidden behind our prejudices and mental bias. It is often only necessary for us to redefine a situation for it to take a new meaning. We should ask ourselves periodically if the generally accepted opinions are relevant or if they simply inhibit activity and innovations. Let us remember that, faced with a complex and evolving reality, a leader's task is to make familiar what is strange, but also to render strange what is familiar.

Max De Pree, CEO of Herman Miller: "A leader must have vision. It is natural for a leader to be a person who is primarily future-oriented... To talk more specifically about the duties of a leader, I happen to believe that the first duty of a leader is to define reality. Every organization, in order to be healthy, to have renewal processes, to survive, has to be in touch with reality." [15]

Manage ambiguity

Modern reality is complex and originates in a constant flow of different and often contradictory events and practices. As a result, a first reading can be ambiguous leading many individuals to opt for ambivalence and indecision. The educational leader manages to live with this complexity and ambiguity. He maintains clarity in his project while enriching it with the variety of viewpoints he invites and draws out from others. When in doubt, he proceeds while periodically evaluating his progress. In case of mistakes, he willingly starts over. A good leader is a good rope walker. He must be able to find a balance between long term and short term objectives, between the view of the forest and that of the trees, between limited resources and the need to diversify. One must find the balance between risks and opportunities.

Envision the future

Finally, he must think of the future, imagine what will be by being aware, at present, of all forecasts. To develop a vision means to imagine where we want to be in a given period of time. To think of the future means to build a representation of what is to come,

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15 Quoted in Soundview "Executive Book Summaries : Drucker, Peter F., Managing the Nonprofit Organization, New York, NY : Harper Collins Publishers, 235 pages", Vol. 13, No 2, 1991, p. 3.

of what will be so that by one's vision, one can find its place in it. To think of the future is not a single person's task; on the contrary, when done collectively, it is an experience that contributes to the development among others of many skills that are proper to the exercise of leadership.

4.2.3 Interpersonal skills

The exercise of leadership is shaped by interpersonal activities as a whole that connect the leader to those who accept to be led. One becomes a leader with the help and support of others. Interpersonal skills are therefore essential to the exercise of educational leadership.

Communicate

The good leader communicates with a concern for problem solving. What is said and the manner in which it is said traces a picture of him and influences the manner in which his leadership will be seen. Furthermore, what is said to him, and the manner in which things are said to him and his ability to grasp their full meaning will determine the extent with which he will be able to understand the aspirations of others and formulate a project that will satisfy them. Each contact he creates and maintains by communicating adds another link to the chain of relationships through which his leadership is achieved. An effective communication is the corner stone of any educational or administrative activity and a skill that all educational leader should constantly seek to improve.

A mission statement will not take hold without efficient communications. Too often emphasis is placed more on the mission than on the manner it is explained and understood. To insure better communications, one can rely on three points :

- What signals are received (or not received) to the effect that people truly understand our aims?
- Are the problems brought up in our day to day activities those that relate to our objectives?
- Do our activities reinforce or contradict our mission and our set of values?

Promote accountability

An educational leader's efficiency depends on the achievements of others. He should not seek to do all by himself, but rather try to make others accountable and help them develop their own leadership. Involvement of the personnel at all levels of the enterprise should be encouraged. Provision should be made for sufficient resources and support so that members of the enterprise can take over a project and make it their own. An educational leader must adopt a train of thought that favours the "us" rather than the "I", team work rather than individual effort.

Mobilize and motivate

An educational leader should be able to enlist the help of others. To do so, it is often preferable to start on a small scale with a pilot project. There is no harm in modifying the system of recognition and rewarding and to tie it into the achievement of the mission. One should be able to answer constructively to arising problems. Constructive aspects, benefits and solutions with the broadest return should be emphasised. What is stimulating and rewarding always ends up being done.

Build commitment

Beyond accountability and motivation, an educational leader will seek each and everyone's involvement. He must help others consider a project as a challenge, an adventure. He must highlight what, in the enterprise, can fulfill the aspirations and needs for achievement. To properly understand the essence of educational leadership, one must assume that each person who works with and for us is a volunteer. One must consider that they are there because they so want and not because they are compelled to be there. What must be done in an enterprise for everyone to want to be involved? What must be done so that these "volunteers" will give their best effort? What must be done so that they remain faithful to the enterprise?

A well conceived and communicated objective can fail if the members of the enterprise do not support it and do not accept it. One must therefore work at promoting acceptance of and involvement in the mission.

4.2.4 Organizational skills

The last group of skills relate to the exercise of educational leadership within the enterprise. From dealing with others, the process of influencing is now shaped by a structure, an organization and its components. According to Fryer and Lovas (1991), the success of a mission in an enterprise is closely related to the manner in which decisions are taken and the manner in which they are communicated to the organization :

> **«Our view is that decision-making and communication processes, namely, how decisions are made; who makes them; the time, place and manner in which they are made; and the communicating related to decisions, essentially determine how well the institution achieves its mission over time.»**[16]

The manner in which these decisions will be taken and the manner in which they will be communicated depend on a set of conditions that the educational leader must seek to establish within the enterprise.

Encourage the emergence of a common project

He must seek to encourage the emergence of a single project. In its absence, decisions will be taken based on varying criteria, some contributing to the achievement of the mission while others, to the contrary, will be harmful to its accomplishment. The common goal here plays the same role as a strong background; it acts as a unifying and integrating mechanism for the multiplicity of organizational customs.

Promote organizational learning

The educational leader must promote organizational learning. This particularly rich concept from Argyris and Schön[17] highlights the importance an educational leader must afford to implementing conditions that will promote experimentation, risk-taking and learning within the institution. In order that an institution can benefit fully of its leadership potential, it is important that it sets itself up in a learning situation at all levels. To learn, one must not fear to try and to benefit as much from ones errors as from ones successes.

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16 Fryer, Thomas W. Jr. & John C. Lovas, Leadership in Governance: Creating Conditions for Successful Decision Making in the Community College, San Francisco : Jossey-Bass Publishers, 1991, 214 pages, p. 7.

17 Argyris, C. & D. Schön, Organizational Learning, Reading, MA : Addison-Wesley, 1978.

Create work enhancing systems

Many enterprises set up working conditions that encumber tasks, multiply useless operations and end up draining any surplus of energy that could normally be directed to planning change and innovation. A group of tired individuals hampered by administrative and professional red tape will find it difficult to get involved with the leader in a new project or in a critical mission for the enterprise. It is therefore important to value those practices that simplify and lighten tasks and activities.

Create a climate that promotes initiatives, quality and service to the community

Finally, the educational leader must establish conditions that will contribute to the emergence of a climate where initiative, quality and service to the community will be considered as desirable values for all and aspired to by all members of the enterprise.

Table II summarises the four major categories of skills that the educational leader must seek to acquire and the specific skills within each category.

Table II

Four major categories of educational leader's skills

Personal values	Symbolic abilities	Interpersonal skills	Organizational skills
Integrity	Develop a vision	Communicate	Encourage the emergence of a common project
Creativity	Understand and make sens of reality	Promote accountability	Promote organizational learning
Intelligence	Manage ambiguity	Mobolize and motivate	Create work enhancing systems
Proactivity	Envision the future	Build commitment	Create a climate that promotes initiatives, quality and service to the community

4.2.5 A few words about the new leaders

One cannot touch upon the subject of educational leadership in an evolving world without bringing up the question of who exercises this leadership or who could. While the school system as a rule has been more open and more agreeable to the role of women and minorities than the business world, certain facts could lead us to think that in this area it is pulling back. Final retrenchment of the traditional views of business, according to Ann M. Morrison, management does not reflect the ethnic diversity of the population nor the gender ratio.[18] With few exceptions, top management positions in our colleges are occupied mostly by males and whites. With regard to fairness and to enlarge the diversity of viewpoints, it would be important to set up conditions that would ease and promote the access of women and members of visible minorities to positions in top management. The growing diversity that characterises our society is more and more evident in the labour market and in the school system and should also be reflected by a more prevalent diversity among our future leaders and managers.

Many factors hinder and limit the hiring of women and representatives of ethnic groups in management. Prejudices are one. They are maintained against many groups of individuals. Their existence often contribute to place these individuals in a situation of failure when they attempt to take up new challenges. Another factor is poor career planning and development. It is more acute among the minorities. Also noted is isolation and lack of support. Members of minority groups are not integrated in the managerial background in the same manner than white men. There is also the importance of establishing a career-family relationship. Women are particularly affected by this factor. Then there is negative backlash, criticism being more severe and scathing towards errors and failures of non-traditional candidates. The negative influence of internal conflicts between minority groups or sub-groups of one minority can also be felt. Competition between non-traditional groups for access to limited opportunities can also be intense.

Promoting the applications of women and members of visible minorities and the rise of non-traditional leaders increase the credibility of the enterprise for members of these various groups and contribute to a greater involvement on their part within the enterprise.

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[18] Soundview "Executive Book Summaries : Morrison, Ann M., The New Leaders, San Francisco : Jossey-Bass, Inc., 297 pages", Vol. 14, No. 11, 1992, 8 pages.

They improve management quality by broadening the supply of qualifications and viewpoints. They allow the introduction of new management standards and new methods of decision-making and corporate communications. Finally, they are essentially democratic in nature. However, access for these individuals to key-positions in the enterprise often depends on the setting up and promotion of programmes favouring leadership diversity.

4.2.6 In summary

Recalling what a leader does can be left to Warren Bennis. Four skills found to some degree in all leaders are identified : knowing how to manage attention, manage purpose, manage trust and manage one's self.

Managing attention

What seems to be a trait of all leaders is the ability to attract others not just because they have a vision to communicate, but also because they know how to transmit their deep sense of involvement. Leaders manage attention through a powerful vision that allows others to discover horizons unknown to them until then.

Managing meaning

The second skill that leaders must possess is the ability to be well understood. To transmit their dreams and their projects to others and have them accepted, leaders must have the purpose of their vision understood. Communication and involvement work hand in hand. Leaders know how to render their ideas in a concrete and tangible form to the eyes of others and thus earn their support.

Managing trust

A third skill found in a leader is to know how to earn the trust of others. Trust is an important basis of any organization. Those personal traits of a leader that inspire trust are integrity, competence and trustworthiness.

Managing oneself

The fourth skill to be found in a leader is the ability to manage one's self. A leader must know his strengths and his weaknesses. He must know how to take advantage of his

strengths; he must know to minimize the impact of his weaknesses by being able to surround himself with good people and to delegate to others. The good leader has a plan that allows him to invest his time in the right activities. It is important to not become a slave of a timetable and have flexible periods in one's schedule to take advantage of opportunities. It is also important to provide co-workers with a good model of time management. As a leader of an enterprise, one must also take care of one's own development and individual and professional improvement. There are many ways for a business leader or a professional to renew himself. Let us mention for example three ways suggested by Peter F. Drucker for managers of non-profit organizations : 1) teaching; 2) working outside the organization; 3) working occasionally at the grass roots.[19]

4.3 Leadership

Beyond the leader and the person assuming the function, there is leadership that is formed in a relationship of trust and influence between an individual or a group of individuals and a community. Leadership can only be exercised to the extent that others accept it to be exercised. Support can be given tacitly and even unconsciously, but can be withdrawn at all times. Leadership is therefore established by means of a relationship that must be continually renewed.

> **«Leadership is communal and shared. The issue is that leaders are embodied individuals, while leadership is a shared communal concept.»**[20]

In such a perspective, the exercise of leadership is ennobled when it rests upon certain values. It must be at once critical, in the sense that its exercise derives from an enlightened reflection on influence and its purposes, and submitted to criticism, in the sense that its exercise is subjected to the evaluation of different and even opposing viewpoints. The exercise of leadership must rest on self-criticism and transparency as to the circumstances of its influence and the circumstances that bring others to accept it.

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19 Soundview "Executive Book Summaries : Drucker, Peter F., Managing the Nonprofit Organization, New York, N.Y : Harper Collins Publishers, 235 pages", Vol. 13, No. 2, 1991, p. 8.

20 Smith, John, (ed.), Critical Perspectives on Educational Leadership, Philadelphia, PA : The Flamer Press, Taylor & Francis, Inc. 1989, 247 pages, p. 57.

Accordingly, leadership allows for a true relation with another. It must be an agent of change in as much as it will modify the agreed relationships between individuals and allows the emergence of more egalitarian and democratic professional and working relationships. It must encourage the participation and accountability of all concerned, but also the sharing of what benefits and goods it provides. It must be educational in the sense that its exercise helps to define and develop the beliefs, the knowledge and the customs that contribute to the improvement of one and all and the improvement of communal life. It must be ethical in that sense that it must be submitted to certain values and guided by certain principles, of which the total respect of the other and the community.

Members of an organization form a community. Speaking of leadership is also speaking of team, family, unity. Even people who do not share the same viewpoints can have the feeling of belonging to a community. Leadership draws its source and its meaning in the very existence of the community. It must not be accomplished in the achievement of narrow objectives subordinate to the interests of a few but in the achievement of objectives that reach the largest number and contribute to the well-being of the community.

4.3.1 Leadership vs management

The concepts of leadership and management are not interchangeable. Leadership comes in many shapes: it can be intellectual, charismatic, humble, indirect or active. In whatever way, it is always directed to social change or development in one form or another and not aimed at control or production imperatives. While management is an essential function in a modern society, leadership reveals itself in a form of communal life which as a rule is preoccupied more with a life style than discipline.

If there is one clear distinction between management and leadership it is in "bringing others to do" and "bringing others to want to do". According to Warren Bennis, too many managers and business heads confine themselves to management at the expense of leadership. Efficient management will provide a sense of security and efficiency, but its impact is often short lived. It will not let you see coming changes and prepare the enterprise for them.

«Executives must resolve to lead, not merely to manage! Many organizations are well managed and poorly led because executives address routine problems while ignoring or slighting important matters. »[21]

According to Bennis, one important distinction that can be made between the leader and the manager is that the former knows what must be done while the other knows how to do things well. Truly they are two important but basically different functions. Some managers will do extremely well things better left undone.

«Perhaps the most important distinction between leaders and managers is this : Leaders do the right thing; managers do things right.»[22]

Kotter[23] has attempted to compare and establish differences between the leadership and management functions for a number of corporate activities. While the manager plans, the leader develops and proposes a direction, a vision; while the manager organizes and staffs, the leader implies and eases involvement; while the manager controls procedures and solves problems, the leader enlists and transforms problems into challenges and opportunities; while the results sought by management are in the order of the foreseeable, results sought by the leader look for change and adaptability. Table III compares leadership and management's main characteristics as proposed by Kotter.

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21 Soundview "Executive Book Summaries : Bennis, Warren, Why Leaders Can't Lead, San Francisco : Jossey-Bass Publishers, 169 pages", p. 1.

22 Soundview "Executive Book Summaries : Bennis, Warren, Why Leaders Can't Lead, San Francisco : Jossey-Bass Publishers, 169 pages", p. 2.

23 Kotter, J.P., A Force for Change : How Leadership Differs from Management, New York : Free Press, 1990, p. 6

Table III

Leadership versus management

	Leadership		Management
Agenda Creation	**Establishing Direction** • Develop future vision (often very distant) • Develop change strategies to achieve vision	OR	**Planning/budgeting** • Develop detailed steps/timetable for results • Allocate necessary resources
Network Development for Agenda Achievement	**Aligning People** • Communicate direction by words and deeds to those whose co-operation is needed • Influence creation of coalition/teams that understand and accept vision and strategies	OR	**Organizing/staffing** • Develop necessary planning, staffing, delegation structures • Provide policies/procedures for guidance and methods/systems for monitoring
Execution	**Motivating/Inspiring** • Energize to overcome barriers (e.g. political, resource, bureaucratic) to change by satisfying basic needs	OR	**Controlling/Problem solving** • Monitor results vs plan in detail • Identify results/plan deviations and plan and organize to correct
Outcomes	**Tends to Produce:** • Change, often dramatic • Provides potential for every useful change (e.g. new products, services, etc.)	OR	**Tends to Produce:** • Order/predictability • Key results expected by stakeholders (e.g. on time, within budget)

Figure 5 sums up the major traits generally attributed to a leader and a manager.

Figure 5 Comparing the traits of the leader and the manager

In an article published in the March 94 issue of Management Review and headed "Anatomy of a Leader : Where are the Leaders of Tomorrow?", Genevieve Capowski states that leaders are what our businesses need most urgently at present.

> **"We've got a generation of managers who are trained to keep things as they are, whereas leadership requires creating what isn't".**[24]

However, the better businesses value both management and the exercise of leadership. Moreover, according to Peters and Waterman,[25] strongly performing businesses seem to produce efficient managers and good leaders. When well integrated within a business and associated to its goals, the two functions complement each other and are self-enriching.

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[24] Capowski, Genevieve, "Anatomy of a leader : Where are the leaders of tomorrow?, Management Review, March 1994, p. 11.

[25] Peters, T.J. and R.H. Waterman, In Search of Excellence, New York : Harper & Row, 1982.

6.0 *Deal* ing with change vs *lead* ing for change

At this point, we can rightfully ask why the exercise of leadership could be so important in the education field. Why time and energy should be spent to develop leaders and improve the leadership of our enterprises? Is it urgent?

A world in motion

It is most evident now that we live in a world in full transformation. A modern society is a mutating society. For a long time, man has evolved in a world where stability was the rule and change the exception. In a few brief decades, this quiet world has become turbulent and change is now the rule and stability the exception. The information revolution, the globalization of economies, the free-movement of populations and cultures, the multiplication of certainty questioning data, the crumbling of major ideologies, the radical transformation of trades and professions; as many shocks that have reshaped the framework within which the educational function is carried out in our societies. Are schools enabling themselves to adapt to this constantly evolving environement?

New knowledge and skills required by our citizens

The labour market is being transformed at a terrifying rate : changing techniques, restructuring of businesses; transformation of the labour contract; disappearing trades, professions and functions, emergence of new qualifications, new markets and new alliances. Our lifestyle is also in movement : urban sprawl, multi-ethnicity, family break-up, cultural and linguistic tensions, economic disparity. Are schools providing citizens with an adequate preparation to live in this new world?

Vanishing resources

Resources available to education are ever more limited. They must be managed and used with extensive care. More and better must be done with less. Basic rights and services that define our society still must be guaranteed and provided. Are schools adapting themselves to these new conditions?

Excellence is required

Our services' users and clients are more and more demanding in the matter of quality and cost. Hence, each one must feel responsible not just for the quality of his own work but as a whole for that of all practices and services. Have schools undertaken a reflection on the quality of the services offered to the community?

Competition

To a wider extent, we will be compared to our outside partners and faced with severe competition in education. That is why we should examine all or our activities and rate them according to criteria that also take this competition into account. Are schools ready to meet the competition?

Complexity

The educational act is more complex. We are not alone to offer the service. Youths work and are submitted to the influence of that environment. Often adults come to us with out-of-school training of excellent quality. It is not sufficient to knit our own stitch, we have to be aware of those knitted by others and in as much as possible bring them into line with our practices. Are schools maintaining close enough ties with all those who take part in our clients' training?

Mutant technologies

We are faced by important technical changes, for example in the fields of telecommunications and computer assisted manufacturing. We must learn to make use of these technologies, to integrate them in our educational process, to introduce our students to their use and also to their advantages and disadvantages. Are schools trailing technological advances or are they contributing to their development and management?

To face a mobile society, schools must also be able to change. Colleges must not only adapt to change but they must manage to see it coming. A stable environment is somewhat like a highway, the road to follow is clearly indicated. The conditions in which our educational enterprises are more and more called upon to function are better related to a multiple exit and by-pass intersection or even a virgin forest. To find one's way, one must find the best road and, if necessary, leave the beaten path to venture where no one has been before. It is in this will and capacity to encourage and develop the leadership

potential among their members that an educational enterprise will find the leaders needed to face change and even provoke it.

Albert Shanker, president of the American Federation of Teachers : You must ask : What kind of human being are we trying to produce? Most educators deal with the question very narrowly in terms of SAT scores, or narrow performance. But essentially performance in education occurs along three dimensions. One, of course, is knowledge. The second... is being able to enter the world as a participating citizen and perform within the economy. The third has to do with the growth of the individual and participation in the cultural life of society.[26]

7.0 Key leadership practices in community colleges and institutes

Leadership has long been defined as an individual trait. This or that person is a good leader. However, present day ideas about leadership lead us to believe that it originates in a communication and collective process through which a community of individuals grants to one of its members or a group of its members a mandate for guidance. Leadership cannot be exercised if there is no communication or community. Still it can be exercised as well by individuals or by groups. Certain communities play the role of incubators for innovations and undertakings and eventually have a strong influence and specific leadership with other communities.

In our colleges and institutes, exercising leadership can take various forms and take place on many levels. Evidently, the first to be found is the individual level. It is there that the first steps are taken, that the first orientations are seen. When this leadership is exercised in an educational manner, it can not only bring others to follow, but also bring them also in turn to lead, to accept and exercise fully their own leadership functions. It is at this point that individual leadership becomes institutional leadership. Conditions governing its rise and practice are not then solely related to individual traits but to those conditions found in the organization. Figure 6 presents the three main forms in which educational leadership is exercised in Canadian colleges and institutes.

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26 Soundview «Executive Book Summaries : Drucker, Peter F., Managing the Nonprofit Organization, New York, NY : Harper Collins Publishers, 235 pages», Vol. 13, No 2, 1991, p. 5

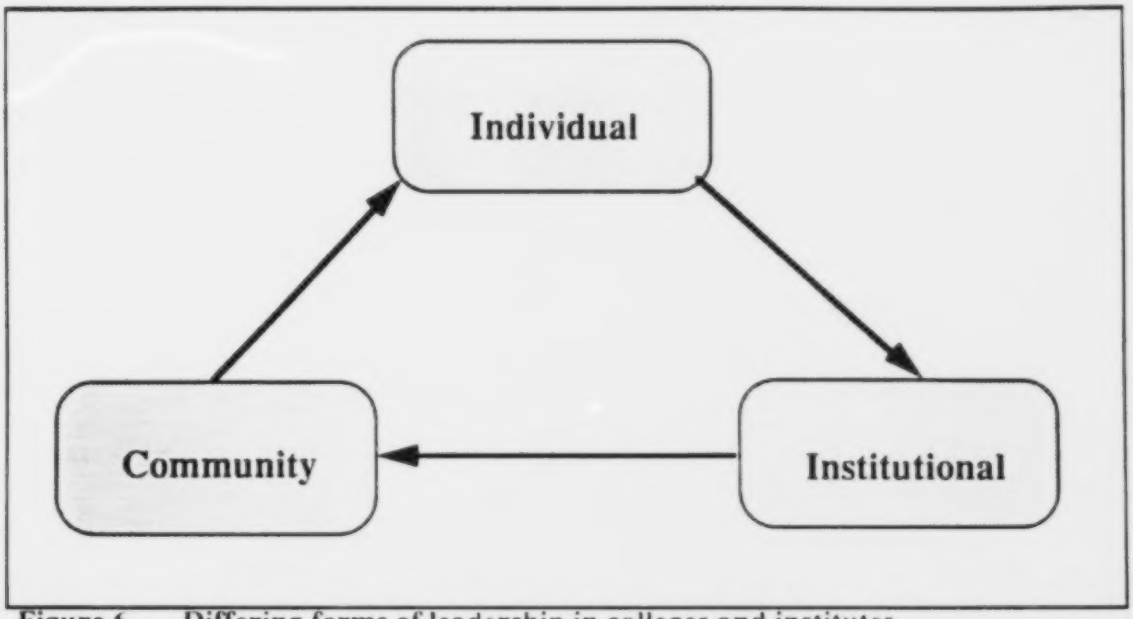

Figure 6 Differing forms of leadership in colleges and institutes

When leadership operates in an educational process, it goes beyond the individual and institutional levels to reach the level of the community. Then it becomes an aspect of culture and of community values.

Exercising leadership in colleges and institutes must function in an educational setting; but it can and should also be practised in other areas such as culture, economic and administrative activities and society. Table IV offers a matrix concept of leadership which positions its practice in colleges and institutes in four areas (education, culture, economy and administration and society) in relation to three levels of practice (individual, institutional and communal) and finally includes a series of questions aimed at encouraging reflection on the various aspects of educational leadership.

TABLE IV :

A leadership matrix for community colleges

	Individual	Institutional	Community
Educational	• Keep informed of trends • Value training and self-improvement • Value risk-taking and innovation • Propose ideas and solutions that leave the beaten path	• Become a learning organisation • Focus actions on the student-teacher relationship • Work at establishing quality programs • Create a systematic process for rewarding quality teaching and pedagogical performances • Insure value-added educational practices	• Create links between your educational mission and the community (sponsorships, community programs, open houses, etc.) • Promote education in the community • Put your institution's resources at your community's disposal
	Q: How can you exercise your leadership in the educational field?	Q: What conditions can be created that will promote educational leadership within your college or institution?	Q: How can your college or institution exercise its educational leadership in the community?
Cultural	• Value and promote culture • Get involved culturally • Learn about art and culture	• Value cultural learning that goes beyond curricula. • Encourage activities that foster cultural enrichment • Set up cultural events • Display art	• Allow your institution to become a cultural agora • Allow your institution's resources to support cultural activities in the community
	Q: How can you exercise your leadership in the cultural field?	Q: What conditions can be created that will promote cultural leadership within your college or institution?	Q: How can your college or institution exercise its cultural leadership in the community?
Economic and administrative	• Find new projects • Provoke change • Accept risks • Work at self-improvement both as a leader and a manager	• Promote creative approaches to management • Search for new funding sources • Implement a Total Quality Management Process	• Offer custom training services to various community groups • Support economic development agents and associations and get your institution involved in regional development
	Q: How can you exercise your leadership in the economic and administrative field?	Q: What conditions can be created that will promote economic and administrative leadership within your college or institution?	Q: How can your college or institution exercise its economic and administrative leadership in the community?
Social	• Communicate quickly and efficiently • Relate • Get involved socially (volunteer work, community work)	• Create a climate that facilitates personal and professional development • Foster participative management, collaboration and teamwork	• Get involved in social and community partnerships • Insure that your institution becomes a drop-in centre for your community
	Q: How can you exercise your leadership in the social field?	Q: What conditions can be created that will promote social leadership within your college or institution?	Q: How can your college or institution exercise its social leadership in the community?

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7.1 Educational leadership at work

Though the practice of leadership may seem mysterious, illustrating its effects is much easier. A few examples will be sufficient to show how leadership can be exercised just as well within as outside a college, that is within its community.

Individual leadership

Various examples of individual leadership can be found at collège Édouard-Montpetit. Several members of the college management are active in various associations and on different boards of directors. They thus can promote the interests of the college and its goals while contributing to the development of their own organization. Recognized by his peers as one of the best science teachers of the college network, one of our teachers of the Department of Geology recently set up a programme of bursaries for science students, the funds for which are being raised by a waste recycling project called the *Fond de poubelle*. Every year, many of our students star in various sporting and cultural disciplines and their personal or group leadership is mentioned with pride in the college newspaper.

Every day and in every Canadian college and institute, individuals, students, teachers and non-teaching staff exercise their leadership. It is important that this leadership be recognised and encouraged.

Institutional leadership

Collège Édouard-Montpetit is working at setting up committees for each of its study programmes. Comprising teachers, students, administrators, employers and members of the community, these committees act as advisors to those responsible for each programme. Additionally, they provide a valued link between the educational system and its community. Through its **Centre des services aux entreprises** (Business Service Centre), the college has innovated with the creation of the Group C, bringing together a dozen or so colleges which can now provide similar custom made training programmes in all of Quebec's main regions. It is also one of the eight founding members of the Canadian Network for Total Quality , a trans-Canada network dedicated to the promotion of total quality programmes in all sectors of economic and social activity in Canada. In fact, an article published in the weekly *Les Affaires* notes that Collège Édouard-

Montpetit has been one of the first Quebec colleges to show an interest in custom made training for business.[27]

Other colleges also exercise their institutional leadership through an impressive variety of projects and activities. Let us mention for example *Le marathon d'écriture* sponsored by the CEGEPS André-Laurendeau, Chicoutimi and Institut maritime du Québec à Rimouski; *Le Centre collégial de formation à distance* of the Rosemont CEGEP promoting the Videoway technology, the co-operative teaching programmes of the Outaouais, Limoilou and Saint-Jérôme CEGEPS, etc.

Community Leadership

Exercising its leadership within its immediate community in collaboration with various organizations and municipalities of the South-Shore of Montréal, collège Édouard-Montpetit contributes to the socio-economic development and the quality of life of the area by means of its theatre and cultural centre, its sports centre, its art gallery, a child day-care service in a work environment, a library and a number of audio-visual services, meeting and activity rooms, three health clinics, etc... In addition to making resources and services available to its community, the college is a partner and promoter for various community and regional development projects. Further to exercising its community leadership at the regional level, collège Édouard-Montpetit exercises a first level leadership provincially and nationally by means of its involvement in various custom made training and sustained quality improvement programmes, and internationally by means of its development and training partnerships established with countries such as Cameroons, Colombia, China, Vietnam, Thailand.

Other colleges also exercise their leadership at the community level by their contribution to the socio-economic development of their respective communities. However, it is clear that Canadian colleges and institutes must do more and not less and must participate more actively at the individual, institutional and communal levels of leadership.

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27 Journal Les Affaires, "Édouard-Montpetit fut l'un des premiers cégeps à s'intéresser aux entreprises," Week of November 9 to 15, 1991, page C-8.

7.2 Questions of leadership

In the preparation of this address, I had set for myself two goals : firstly I really wanted to convince you of the importance Canadian colleges and institutes must afford leadership and the importance that the exercise of a real educational leadership can have for the school system; and secondly, I wanted to make this sure that this address would not be one sided and would lead to a constructive exchange and the start of a reflection on leadership in your own institutions. Therefore, it seemed relevant to submit a number of questions on leadership, which would, hopefully, trigger a reflection in our community colleges and learning institutions. Table V introduces a series of questions, grouped in six areas, dealing with the problem of leadership in our colleges and institutes.

Tableau V

Questions of leadership

Questions of leadership : educational mission

- Does your institution have an educational mission?
- Is this mission statement being communicated throughout the institution?
- Does your institution favour educational practices that address the complete individual?
- Are your institution's educational mission and practices regularly assessed and realigned?

Questions of leadership : cultural mission

- Does your institution have a cultural mission statement?
- Does your institution allow sufficient resources to promote its cultural mission?
- Does your institution encourage its members to get involved in cultural activities and practices?

Questions of leadership : economic mission

- Does your institution have an economic mission statement?
- Does your institution allow sufficient resources to promote its economic mission?
- Does your institution work at establishing alliances and partnerships with various economic and business agencies?
- Does your institution involve itself with training entrepreneurs and supporting business endeavours?

Questions de leadership : social mission

- Does your institution have a social and community commitment statement?
- Does your institution allow sufficient resources to promote its social and community oriented activities?
- Is your institution actively involved in the everyday life of the community?
- Does your institution work at improving your community's quality of life?

Questions de leadership : your institution

How would you define your institution's culture : management or leadership oriented?
Is your institution primarily an organization or an educational environment?
How does your institution deal with change?
How are strategic decisions made in your institution and by whom are they made?
What place does your institution hold in your community?

Questions de leadership : yourself

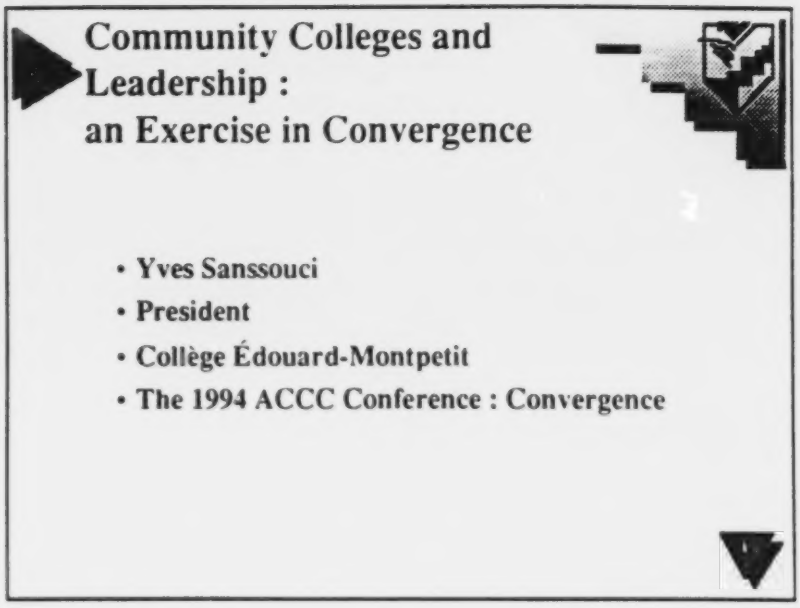
- Are you a leader in your institution?
- What can you do to become one?
- Can you name three things you would like to change in your institution?
- How could you work at making these changes?
- How do you, as an individual, deal with change and innovation?

8.0 Conclusion

I would not want to end this presentation without once more bringing to mind that the first objective of educational leadership is to allow the youths who register in our colleges and institutes to become the leaders of to-morrow and the adults that come to us for advance training to exercise once more their leadership.

As we are all aware, our society has in store a difficult future : government debt, political and linguistic tensions, international competition, transformation of the very roots of the social fabric. Affording the quality of one's development and well-being will be no easy task. A strong capability to provide educational, cultural, economic and social leadership will be needed by to-morrow's leaders. Even though there is yet much to be done, I note that already interesting things are being enacted, of the type that we must encourage and support. Allow me to give you two examples. This year, the event *Cégeps en spectacles* marks it 15th anniversary. Veritable hot-house for talented young artists, this year's production of *Cégeps en spectacles* took place at collège Édouard-Montpetit and made it possible for young people from every college in the province to display their artistic talents. Already, dozens of humorous writers, song writers and musicians, well known professionals on the Quebec scene, have made their début at *Cégeps en spectacles*. In a way, this event provides a good example of an enterprise that exercises educational leadership in the area of culture. Some 200 youths from 84 countries took part last week in the *Conférence internationale des jeunes leaders* held at John Abbott College in Sainte-Anne-de-Bellevue. Founded with the momentum provided by Past Governor General, Mme Jeanne Sauvé, this annual conference aims to set up a permanent international forum for the young leaders of the whole world. This event depicts an enterprise that provides educational leadership at many levels : cultural, inter-cultural, economic and social.

In closing, I would like to bring back one of the two questions formulated at the outset of this address and word it a little differently. **How can we, as managers, educators, students and citizens, insure the development of leadership in our society through our colleges and institutes?**



Community Colleges and Leadership : an Exercise in Convergence

Note-book
for a conference

given by

M. Yves Sanssouci
President
Collège Édouard-Montpetit

at

The 1994 ACCC Annual Conference : Convergence

May 28, 1994

ACKNOWLEDGEMENT

I want to express my sincere thanks to

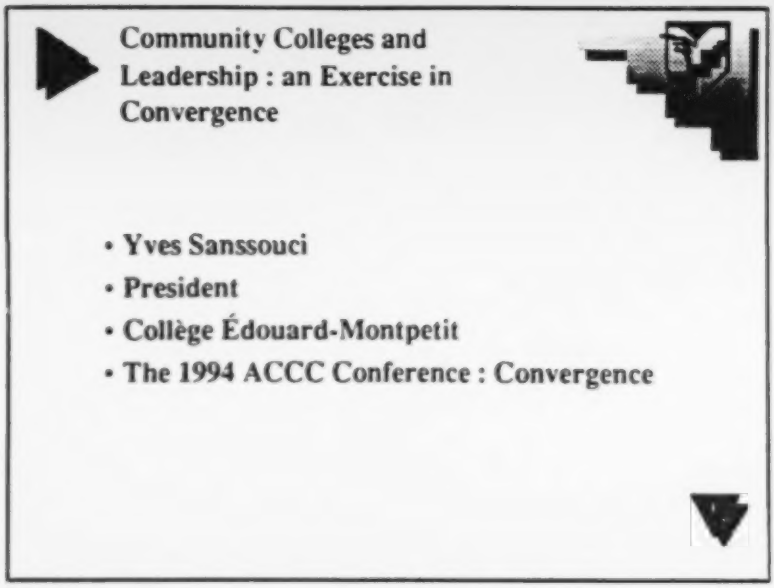
Mr. Alain Saumier
of Collège Édouard-Montpetit

for his help in preparing this presentation

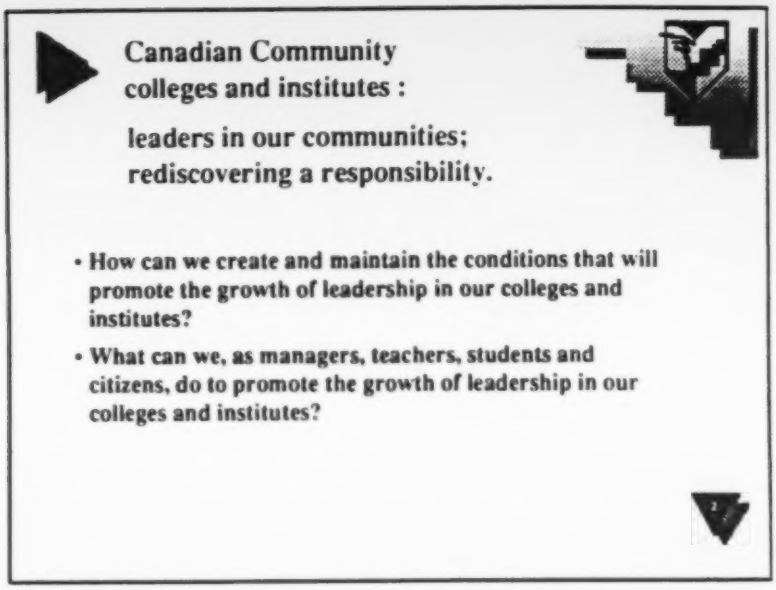
and

Mr. Christian Lajoie
and **Mr. Paul Michel**
of Xerox Canada ltée

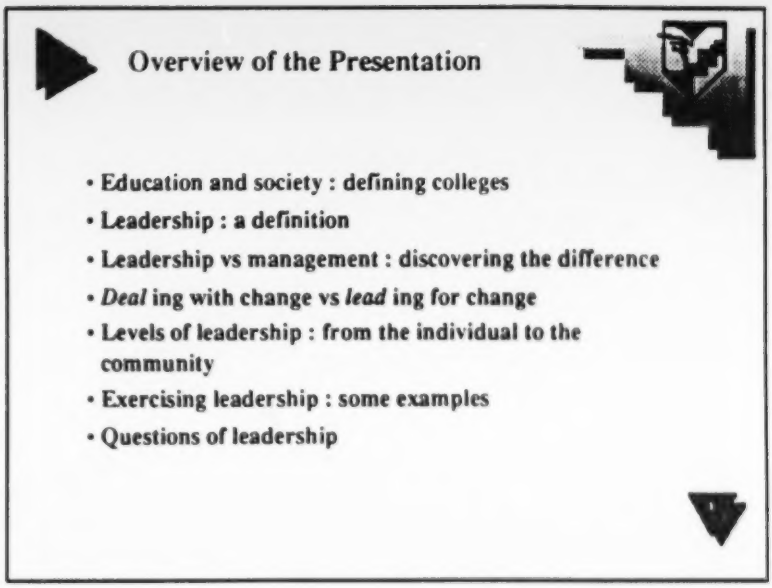
for their technical support and expertise


Community Colleges and Leadership : an Exercise in Convergence
• Yves Sanssouci
• President
• Collège Édouard-Montpetit
• The 1994 ACCC Conference : Convergence

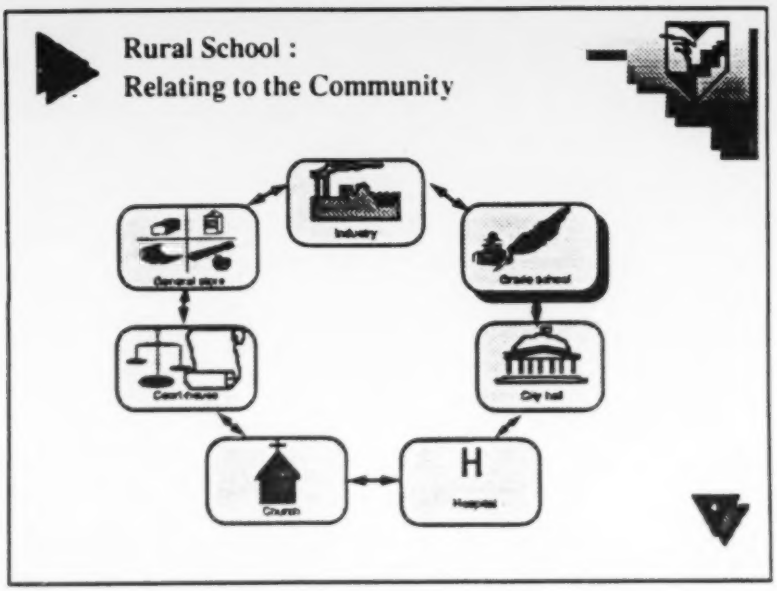
Community Colleges and Leadership : an Exercise in Convergence


Canadian Community
colleges and institutes :
leaders in our communities;
rediscovering a responsibility.
• How can we create and maintain the conditions that will promote the growth of leadership in our colleges and institutes?
• What can we, as managers, teachers, students and citizens, do to promote the growth of leadership in our colleges and institutes?

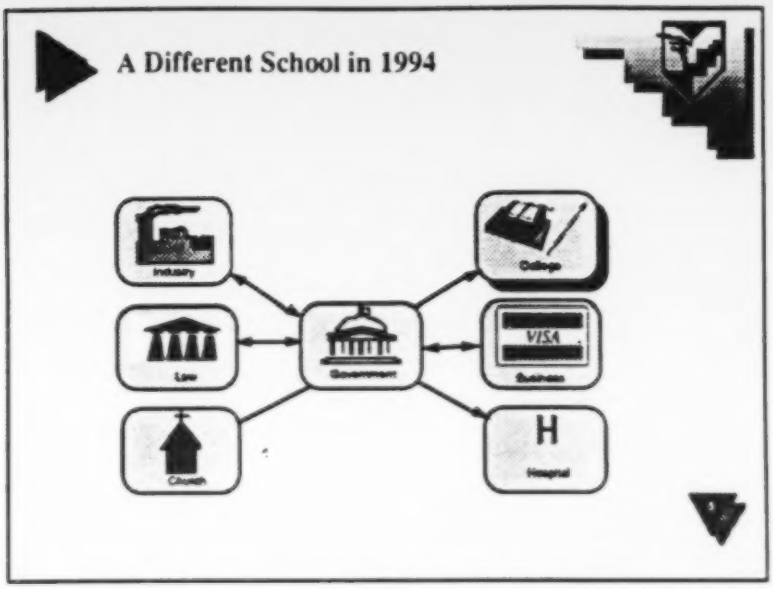
Canadian Community colleges and institutes :


Overview of the Presentation
• Education and society : defining colleges
• Leadership : a definition
• Leadership vs management : discovering the difference
• *Deal* ing with change vs *lead* ing for change
• Levels of leadership : from the individual to the community
• Exercising leadership : some examples
• Questions of leadership

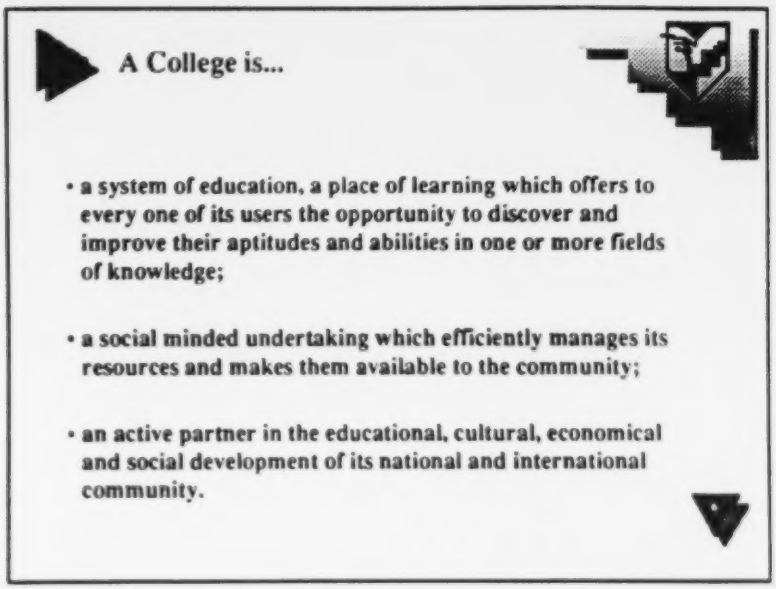
Overview of the Presentation



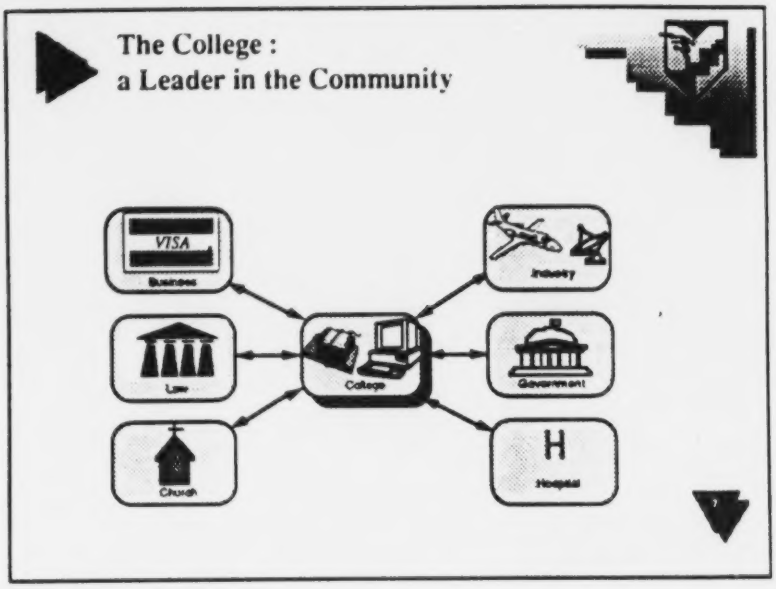
Rural School :
Relating to the Community



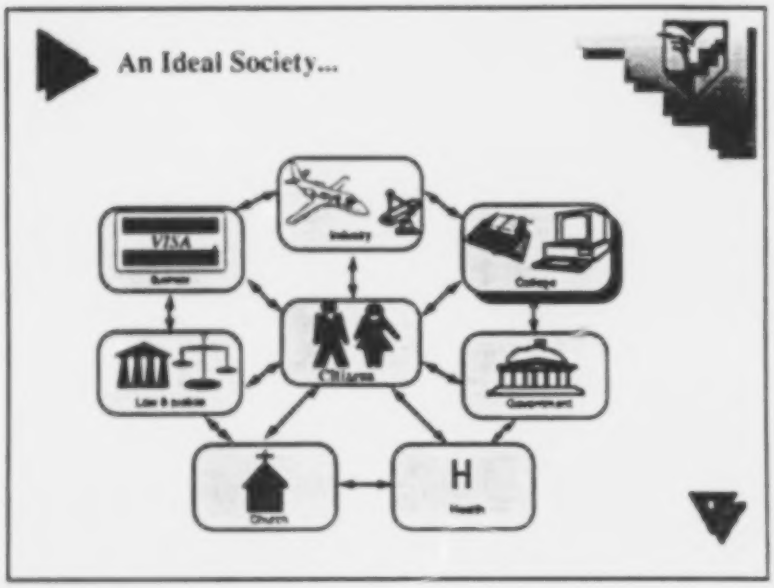
A Different School in 1994


A College is...
• a system of education, a place of learning which offers to every one of its users the opportunity to discover and improve their aptitudes and abilities in one or more fields of knowledge;
• a social minded undertaking which efficiently manages its resources and makes them available to the community;
• an active partner in the educational, cultural, economical and social development of its national and international community.

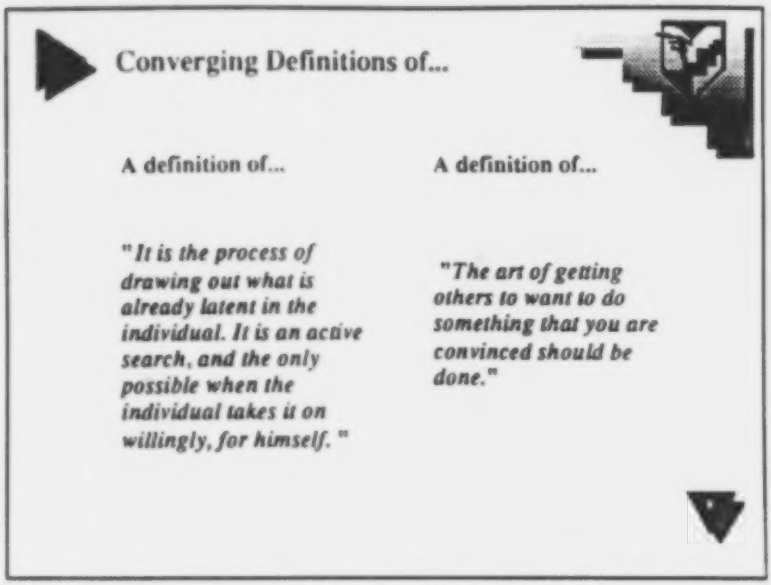
A College is...



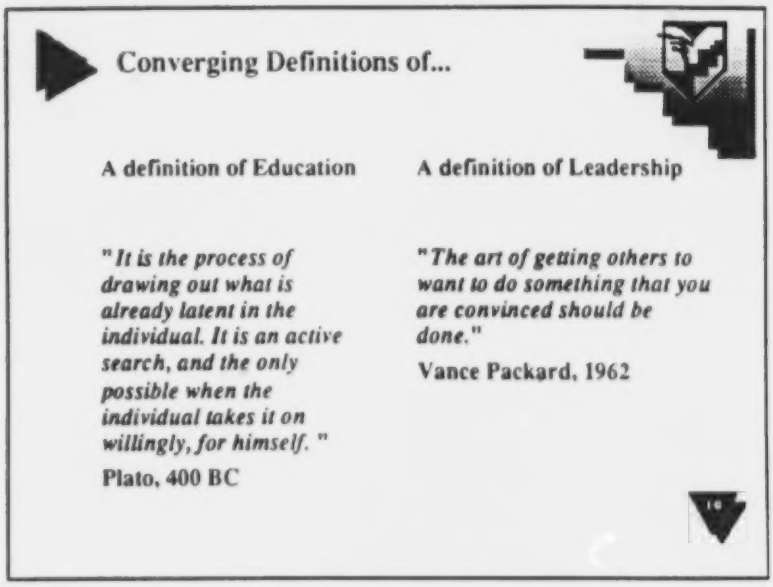
The College :
a Leader in the Community



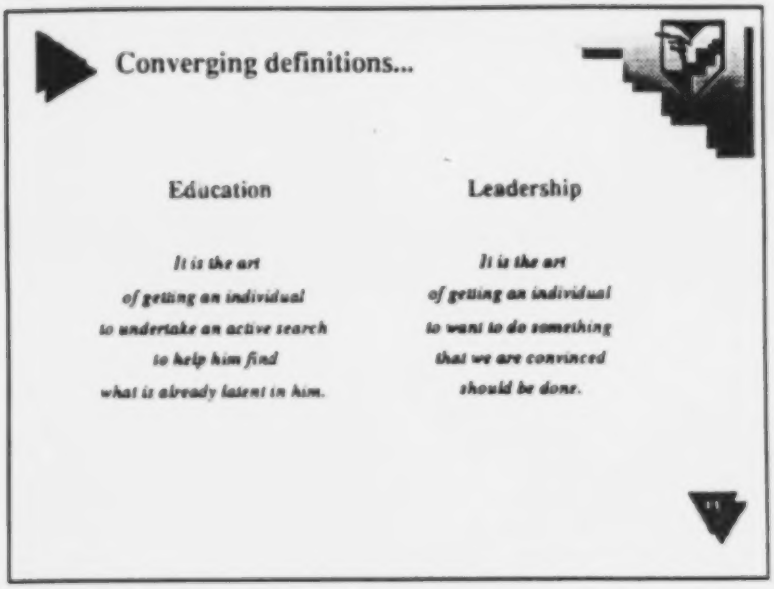
An Ideal Society...


Converging Definitions of...
A definition of...
"It is the process of drawing out what is already latent in the individual. It is an active search, and the only possible when the individual takes it on willingly, for himself."
A definition of...
"The art of getting others to want to do something that you are convinced should be done."

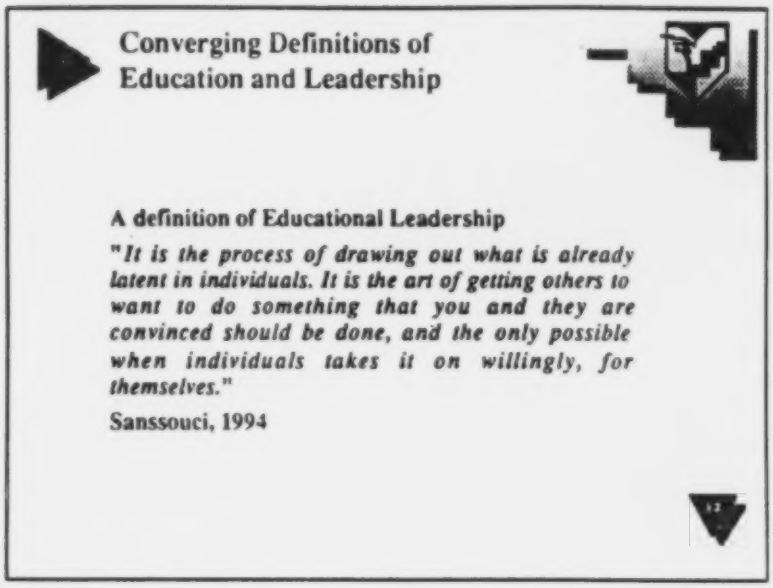
Converging Definitions of...


Converging Definitions of...
A definition of Education
"It is the process of drawing out what is already latent in the individual. It is an active search, and the only possible when the individual takes it on willingly, for himself."
Plato, 400 BC
A definition of Leadership
"The art of getting others to want to do something that you are convinced should be done."
Vance Packard, 1962

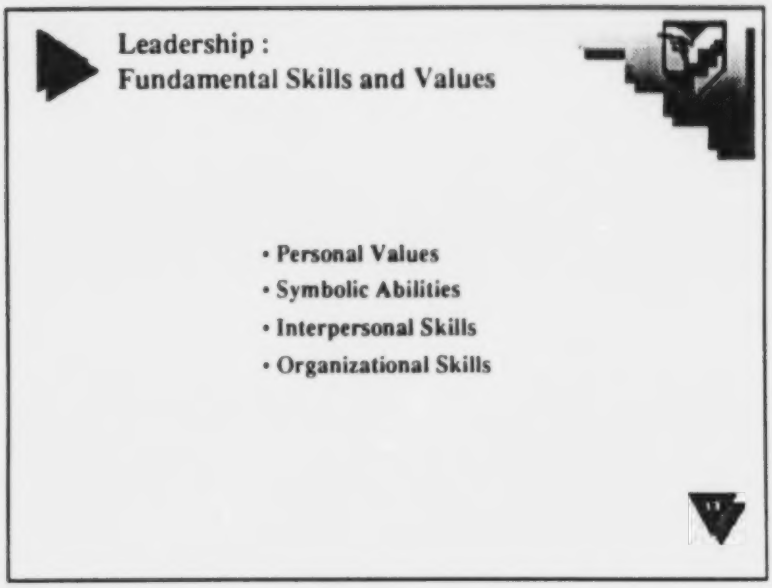
Converging Definitions of...



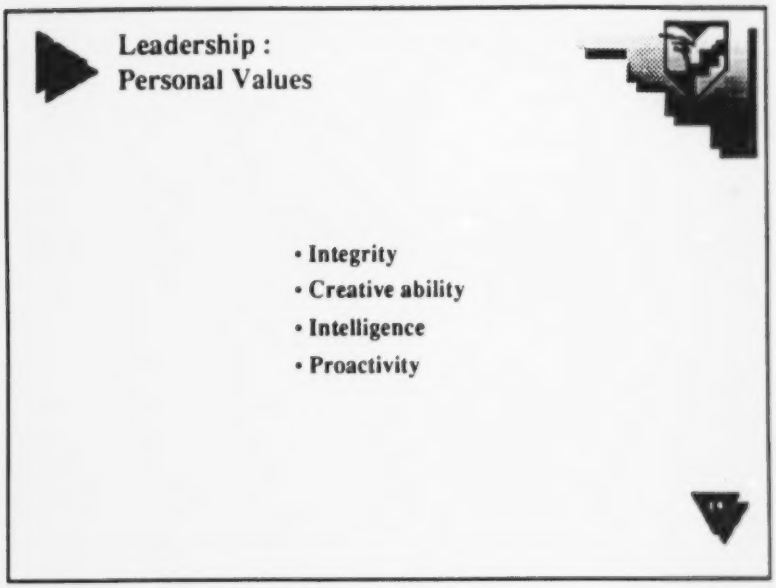
Converging definitions...


Converging Definitions of
Education and Leadership
A definition of Educational Leadership
"It is the process of drawing out what is already latent in individuals. It is the art of getting others to want to do something that you and they are convinced should be done, and the only possible when individuals takes it on willingly, for themselves."
Sanssouci, 1994

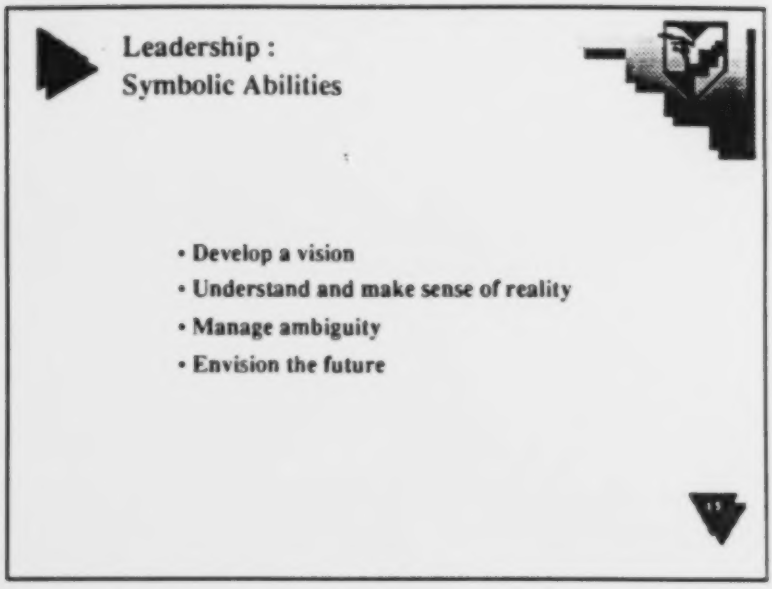
Converging Definitions of Education and Leadership



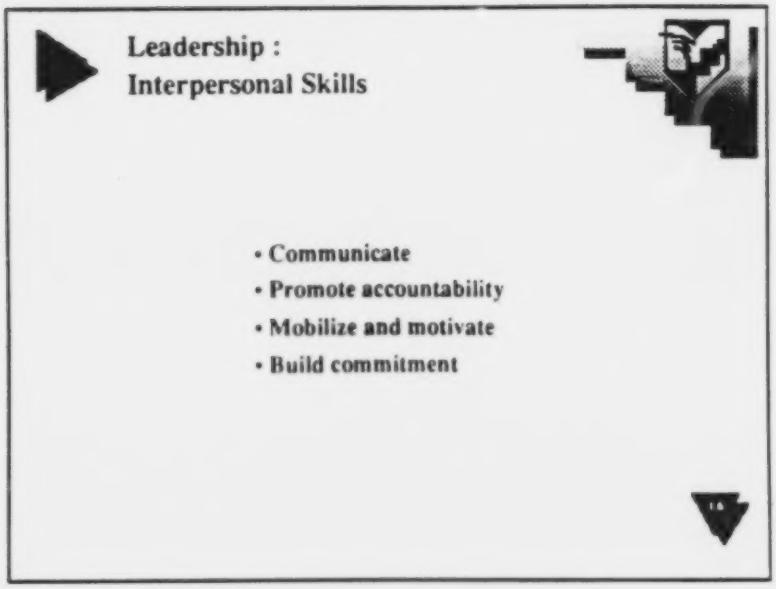
Leadership :
Fundamental Skills and Values



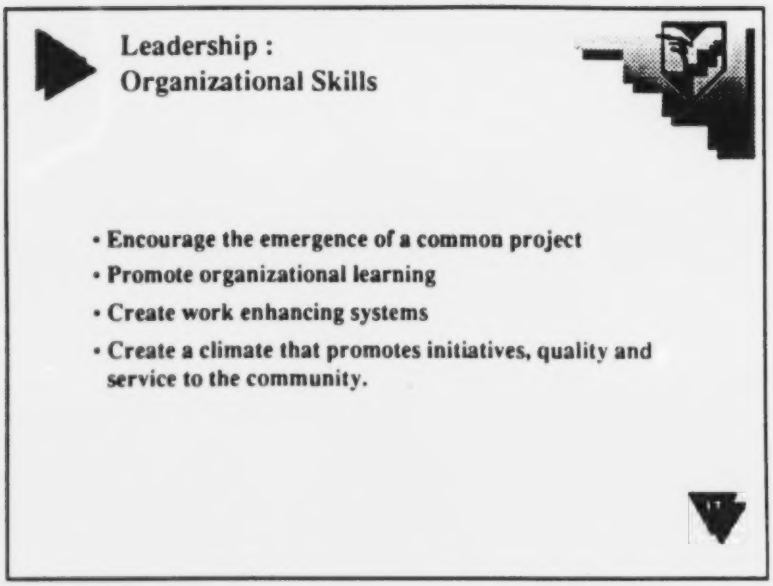
Leadership :
Personal Values



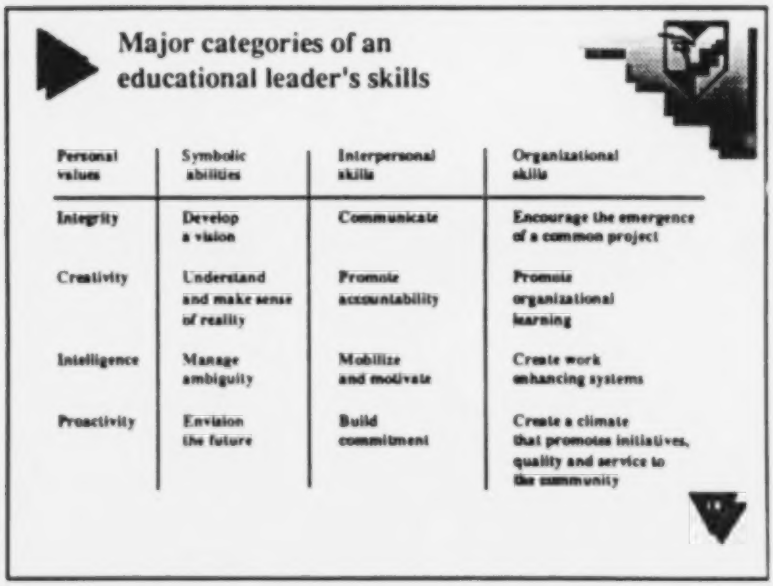
Leadership :
Symbolic Abilities



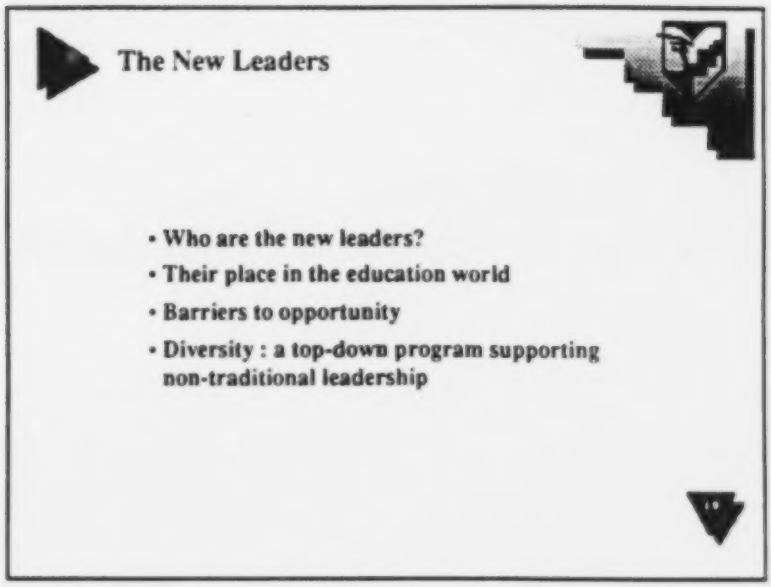
Leadership :
Interpersonal Skills


Leadership :
Organizational Skills
• Encourage the emergence of a common project
• Promote organizational learning
• Create work enhancing systems
• Create a climate that promotes initiatives, quality and service to the community.

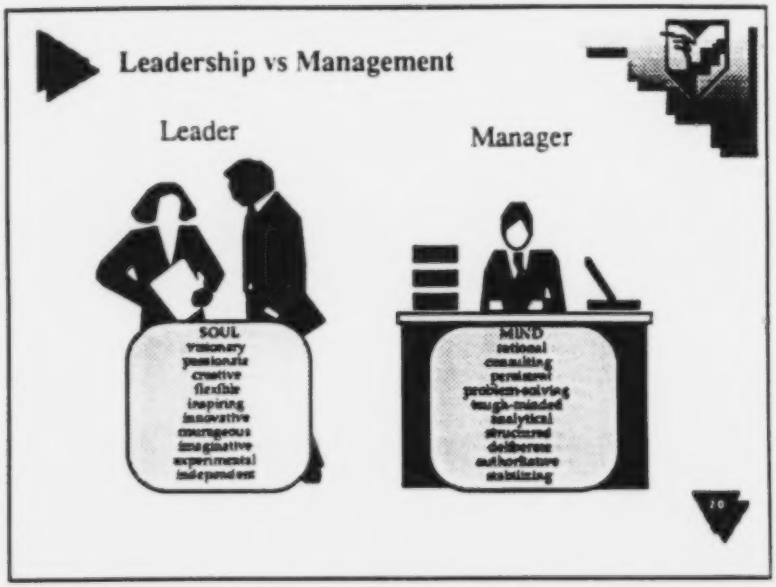
Leadership :
Organizational Skills



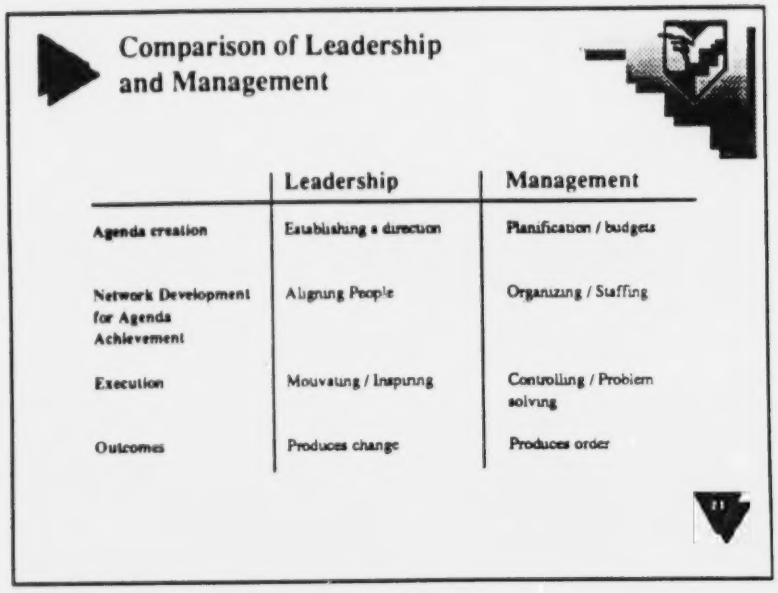
Major categories of an educational leader's skills


The New Leaders
• Who are the new leaders?
• Their place in the education world
• Barriers to opportunity
• Diversity : a top-down program supporting non-traditional leadership

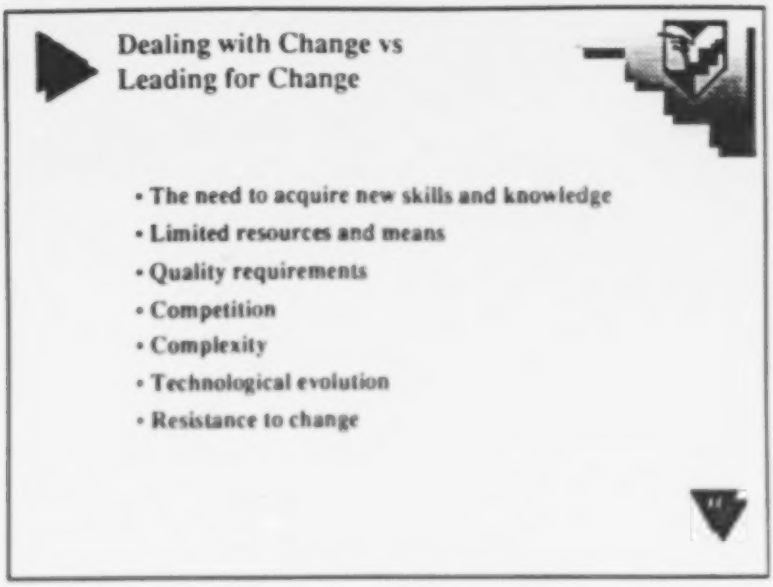
The New Leaders



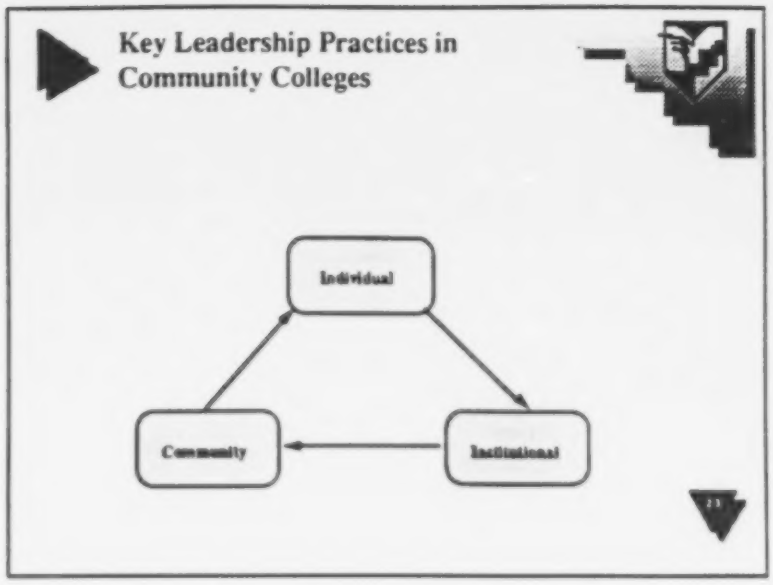
Leadership vs Management



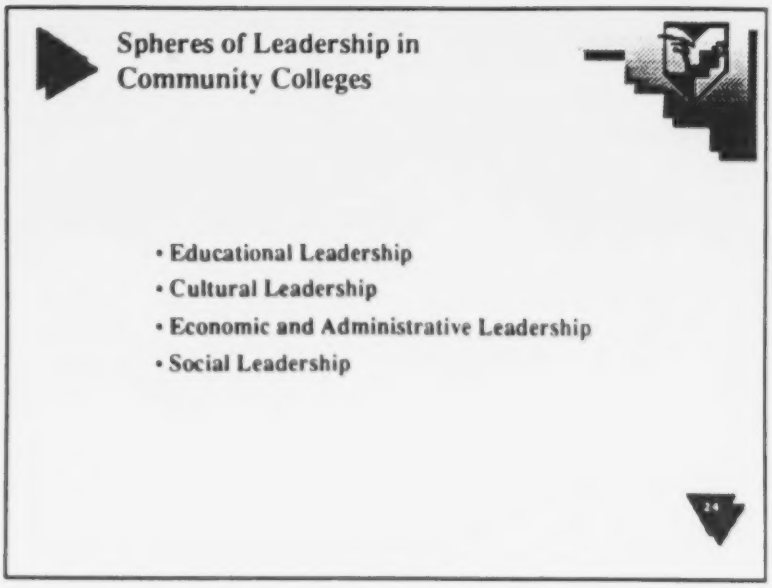
Comparison of Leadership and Management



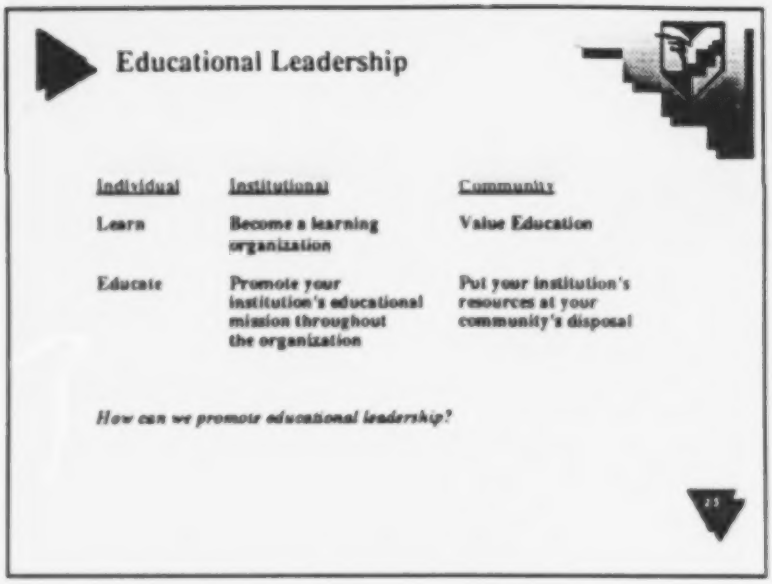
Dealing with Change vs Leading for Change



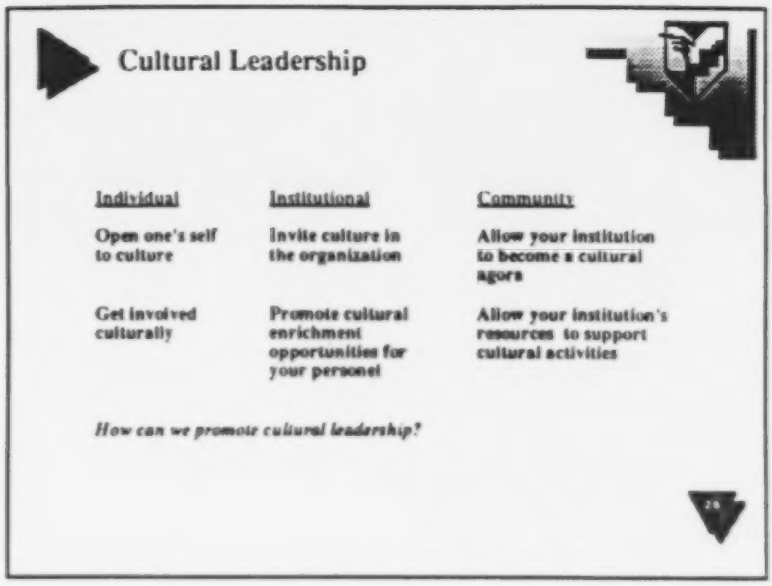
Key Leadership Practices in Community Colleges



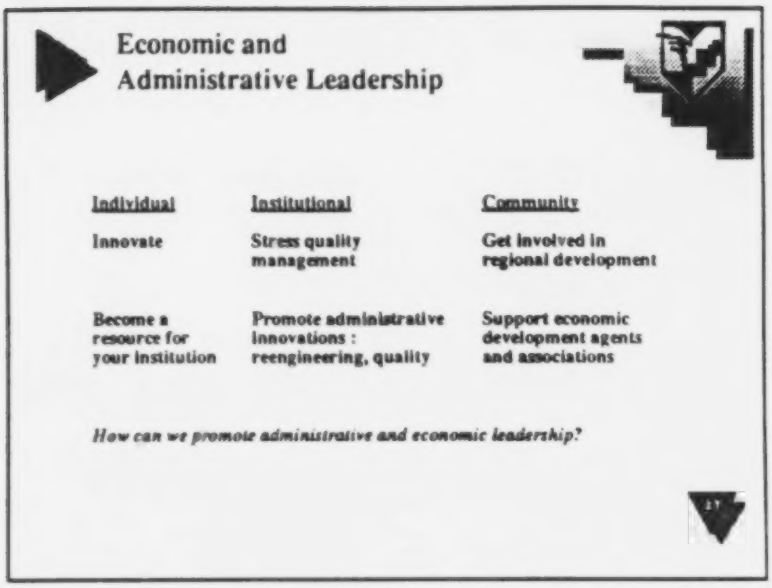
Spheres of Leadership in Community Colleges



Educational Leadership


Cultural Leadership
Individual
Institutional
Community
Open one's self to culture
Invite culture in the organization
Allow your institution to become a cultural agora
Get involved culturally
Promote cultural enrichment opportunities for your personel
Allow your institution's resources to support cultural activities
How can we promote cultural leadership?

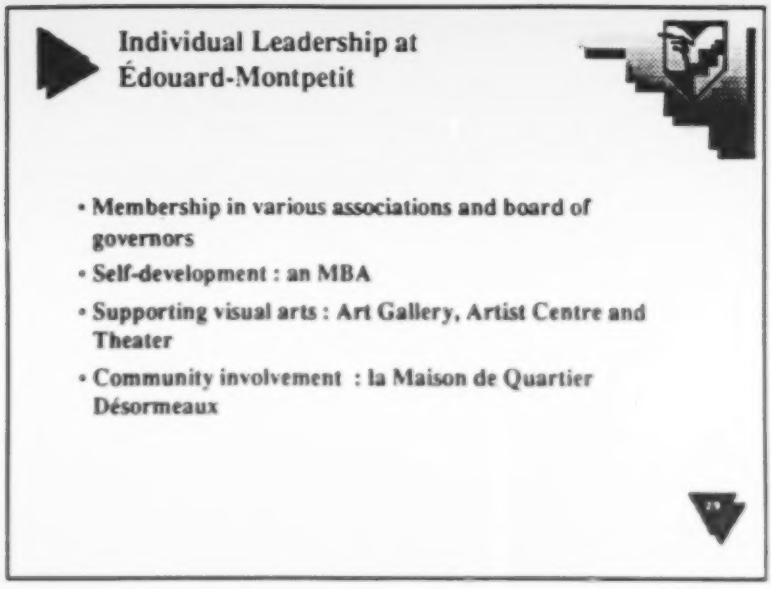
Cultural Leadership



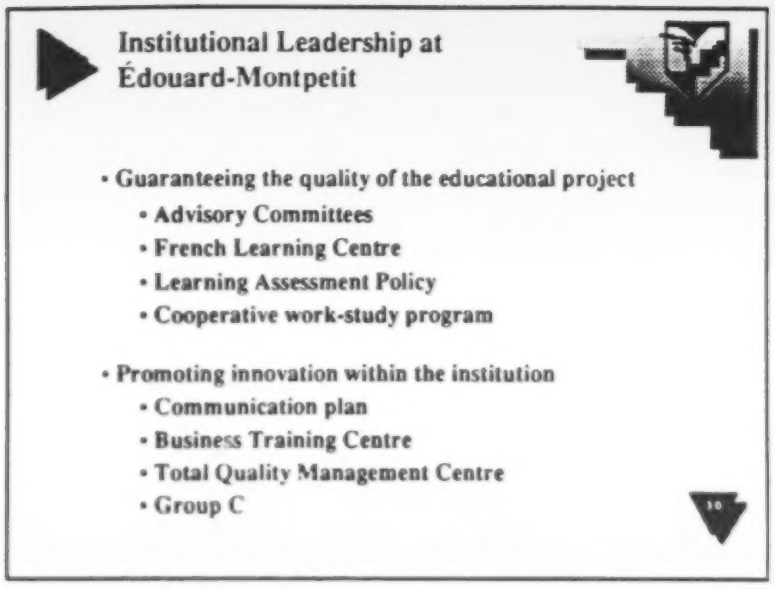
Economic and Administrative Leadership

Social Leadership
Individual
Institutional
Community
Communicate
Create a climate that facilitates personal and professional development
Get involved in social and community partnerships
Get involved in social projects
Foster participative, management, teamwork and collaboration
Insure that your institution becomes a drop-in centre for your community
How can we promote social leadership?

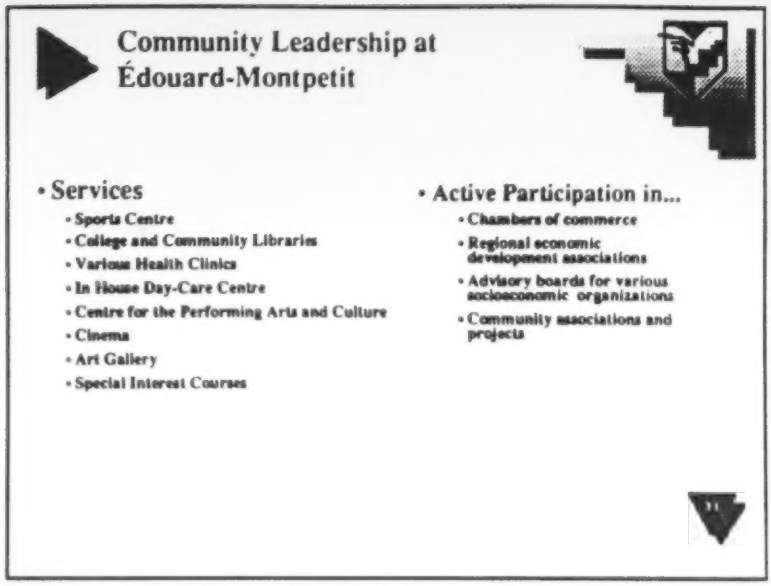
Social Leadership


Individual Leadership at
Édouard-Montpetit
• Membership in various associations and board of governors
• Self-development : an MBA
• Supporting visual arts : Art Gallery, Artist Centre and Theater
• Community involvement : la Maison de Quartier Désormeaux
29

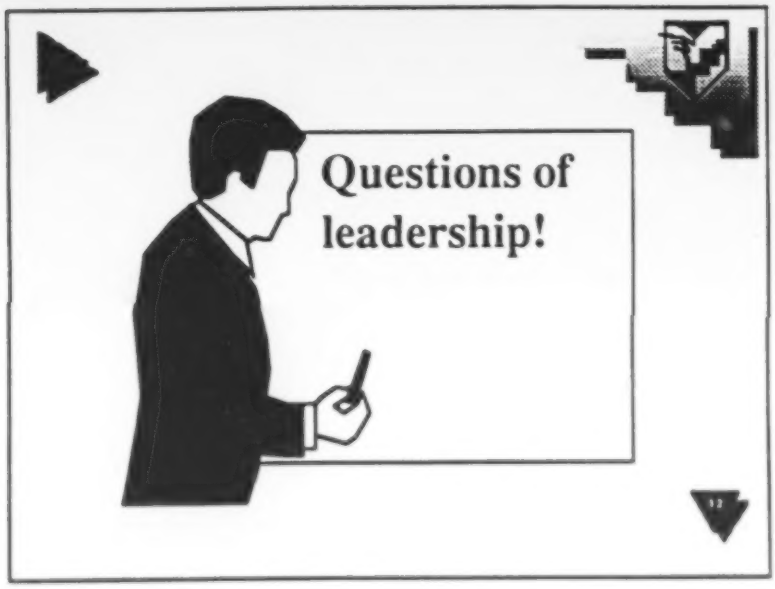
Individual Leadership at Édouard-Montpetit

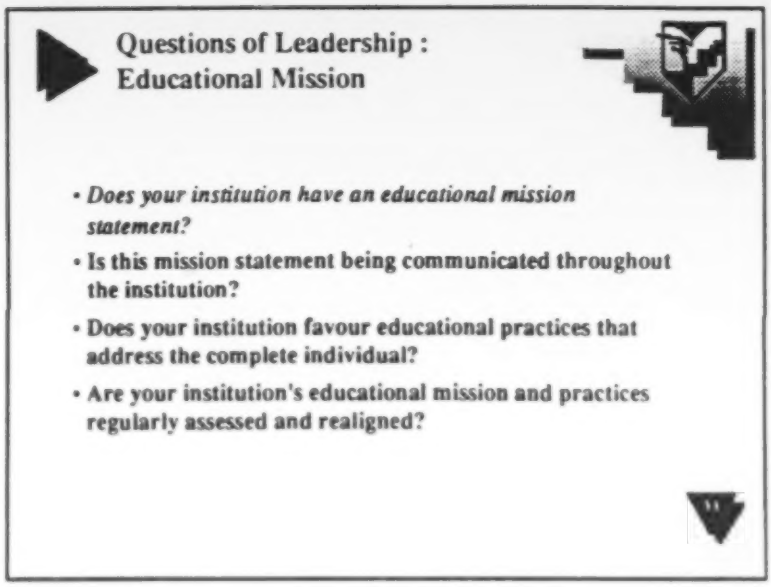

Institutional Leadership at
Édouard-Montpetit
• Guaranteeing the quality of the educational project
• Advisory Committees
• French Learning Centre
• Learning Assessment Policy
• Cooperative work-study program
• Promoting innovation within the institution
• Communication plan
• Business Training Centre
• Total Quality Management Centre
• Group C

Institutional Leadership at Édouard-Montpetit

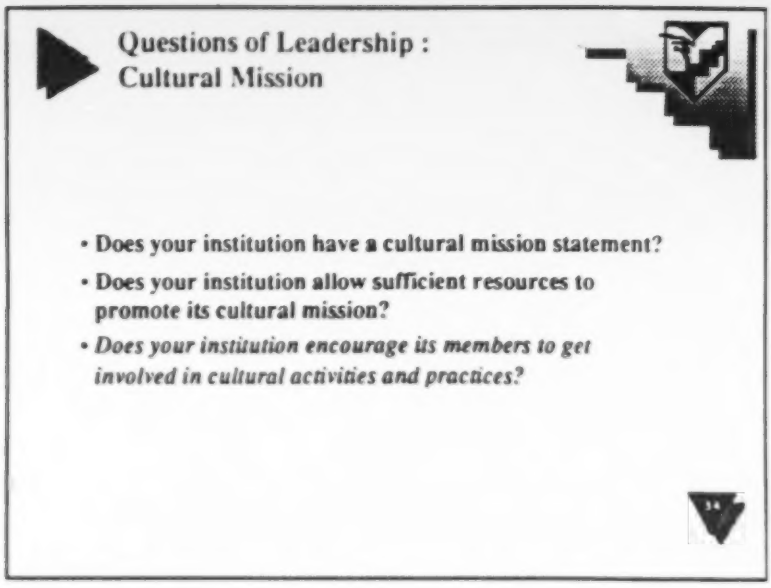

Community Leadership at
Édouard-Montpetit
• Services
• Sports Centre
• College and Community Libraries
• Various Health Clinics
• In House Day-Care Centre
• Centre for the Performing Arts and Culture
• Cinema
• Art Gallery
• Special Interest Courses
• Active Participation in...
• Chambers of commerce
• Regional economic development associations
• Advisory boards for various socioeconomic organizations
• Community associations and projects

Community Leadership at Édouard-Montpetit

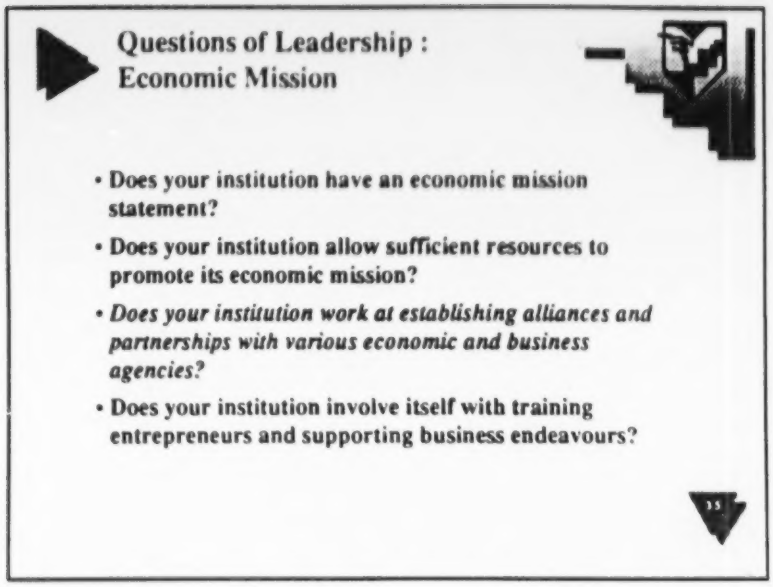

Questions of
leadership!


Questions of Leadership :
Educational Mission
• Does your institution have an educational mission statement?
• Is this mission statement being communicated throughout the institution?
• Does your institution favour educational practices that address the complete individual?
• Are your institution's educational mission and practices regularly assessed and realigned?

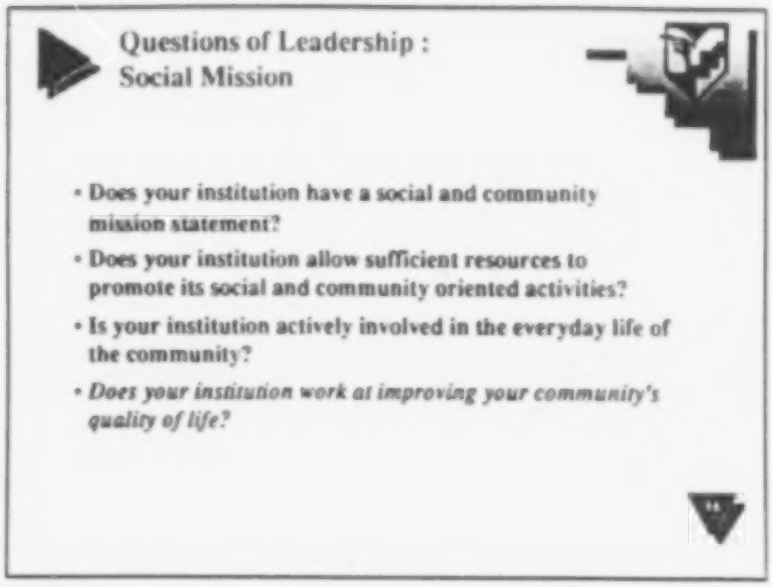
Questions of Leadership : Educational Mission


Questions of Leadership :
Cultural Mission
• Does your institution have a cultural mission statement?
• Does your institution allow sufficient resources to promote its cultural mission?
• Does your institution encourage its members to get involved in cultural activities and practices?

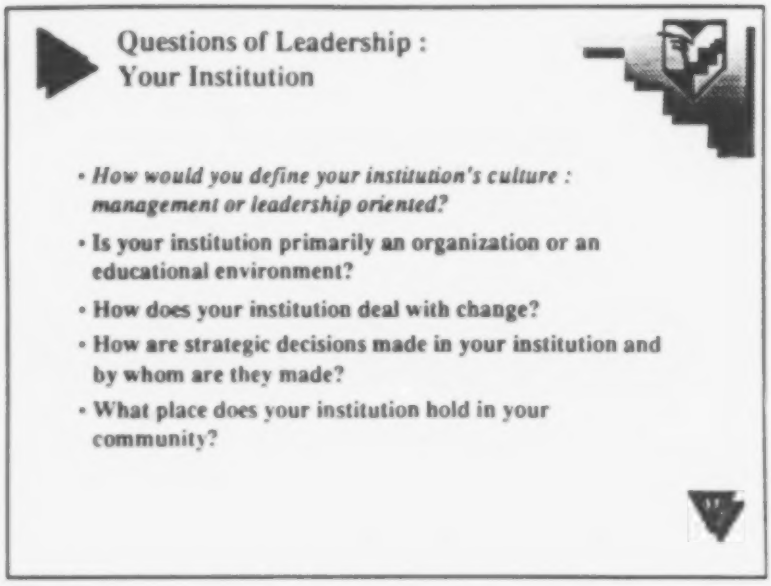
Questions of Leadership : Cultural Mission


Questions of Leadership :
Economic Mission
• Does your institution have an economic mission statement?
• Does your institution allow sufficient resources to promote its economic mission?
• Does your institution work at establishing alliances and partnerships with various economic and business agencies?
• Does your institution involve itself with training entrepreneurs and supporting business endeavours?
35

Questions of Leadership : Economic Mission


Questions of Leadership :
Social Mission
• Does your institution have a social and community mission statement?
• Does your institution allow sufficient resources to promote its social and community oriented activities?
• Is your institution actively involved in the everyday life of the community?
• Does your institution work at improving your community's quality of life?

Questions of Leadership : Social Mission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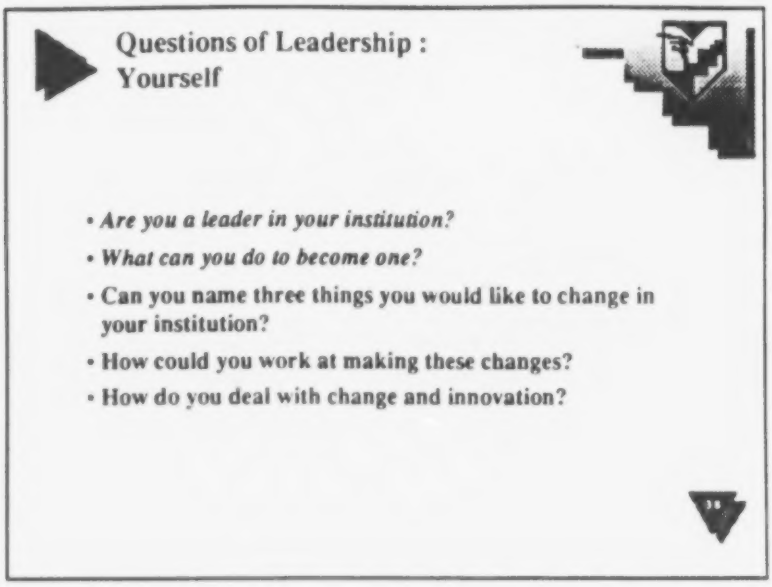
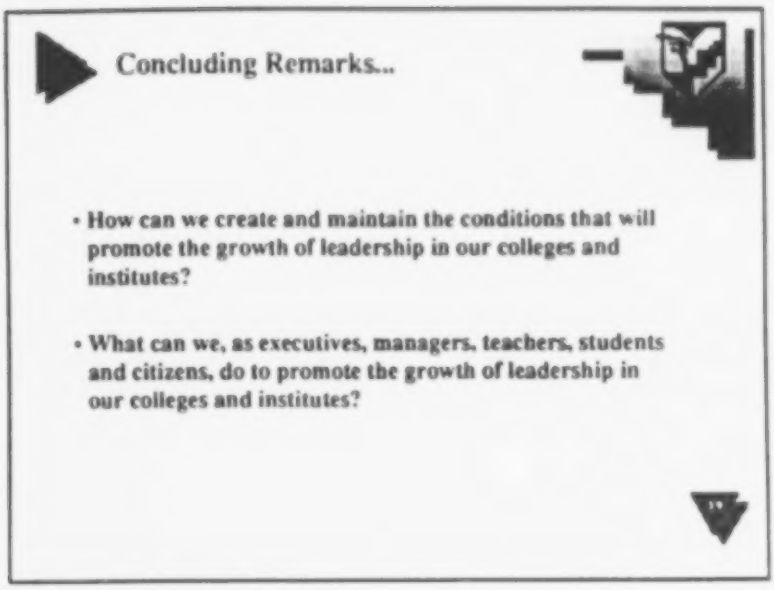
Questions of Leadership : Your Institution


Questions of Leadership :
Yourself
• Are you a leader in your institution?
• What can you do to become one?
• Can you name three things you would like to change in your institution?
• How could you work at making these changes?
• How do you deal with change and innovation?

Questions of Leadership : Yourself


Concluding Remarks...
• How can we create and maintain the conditions that will promote the growth of leadership in our colleges and institutes?
• What can we, as executives, managers, teachers, students and citizens, do to promote the growth of leadership in our colleges and institutes?

Concluding Remarks...

Defining a college

A college is..

- a system of education, a place of learning which offers to every one of its users the opportunity to discover and improve their aptitudes and abilities in an appropriate field of knowledge;
- a social minded undertaking which efficiently manages its resources and makes them available to the community;
- an active partner in the educational, cultural, economical and social development of its national and international community.

Education	Leadership
It is the art	It is the art
of getting an individual	of getting an individual
to undertake an active search	to want to do something
to help him find	that we are convinced
what is already latent in him.	should be done.

Educational Leadership

«It is the process of drawing out what is already latent in individuals. It is the art of getting others to want to do something that you and they are convinced should be done, and the only possible when individuals take it on willingly, for themselves».

Sanssouci, 1994

Table II

Four major categories of educational leader's skills

Personal values	Symbolic abilities	Interpersonal skills	Organizational skills
Integrity	Develop a vision	Communicate	Encourage the emergence of a common project
Creativity	Understand and make sens of reality	Promote accountability	Promote organizational learning
Intelligence	Manage ambiguity	Mobolize and motivate	Create work enhancing systems
Proactivity	Envision the future	Build commitment	Create a climate that promotes initiatives, quality and service to the community

Table III

Leadership versus management

	Leadership		Management
Agenda Creation	**Establishing Direction** • Develop future vision (often very distant) • Develop change strategies to achieve vision	OR	**Planning/budgeting** • Develop detailed steps/timetable for results • Allocate necessary resources
Network Development for Agenda Achievement	**Aligning People** • Communicate direction by words and deeds to those whose co-operation needed • Influence creation of coalition/teams that understand and accept vision and strategies	OR	**Organizing/staffing** • Develop necessary planning, staffing, delegation structures • Provide policies/procedures for guidance and methods/systems for monitoring
Execution	**Motivating/Inspiring** • Energize to overcome barriers (e.g. political, resource, bureaucratic) to change by satisfying basic needs	OR	**Controlling/Problem solving** • Monitor results vs plan in detail • Identify results/plan deviations and plan and organize to correct
Outcomes	**Tends to Produce:** • Change, often dramatic • Provides potential for every useful change (e.g. new products, services, etc.)	OR	**Tends to Produce:** • Order/predictability • Key results expected by stakeholders (e.g. on time, within budget)

TABLE IV :

A leadership matrix for community colleges

	Individual	Institutional	Community
Educational	• Keep informed of trends • Value training and self-improvement • Value risk-taking and innovation • Propose ideas and solutions that leave the beaten path	• Become a learning organisation • Focus actions on the student-teacher relationship • Work at establishing quality programs • Create a systematic process for rewarding quality teaching and pedagogical performances • Insure value-added educational practices	• Create links between your educational mission and the community (sponsorships, community programs, open houses, etc.) • Promote education in the community • Put your institution's resources at your community's disposal
	Q: How can you exercise your leadership in the educational field?	Q: What conditions can be created that will promote educational leadership within your college or institution?	Q: How can your college or institution exercise its educational leadership in the community?
Cultural	• Value and promote culture • Get involved culturally • Learn about art and culture	• Value cultural learning that goes beyond curricula. • Encourage activities that foster cultural enrichment • Set up cultural events • Display art	• Allow your institution to become a cultural agora • Allow your institution's resources to support cultural activities in the community
	Q: How can you exercise your leadership in the cultural field?	Q: What conditions can be created that will promote cultural leadership within your college or institution?	Q: How can your college or institution exercise its cultural leadership in the community?
Economic and administrative	• Find new projects • Provoke change • Accept risks • Work at self-improvement both as a leader and a manager	• Promote creative approaches to management • Search for new funding sources • Implement a Total Quality Management Process	• Offer custom training services to various community groups • Support economic development agents and associations and get your institution involved in regional development
	Q: How can you exercise your leadership in the economic and administrative field?	Q: What conditions can be created that will promote economic and administrative leadership within your college or institution?	Q: How can your college or institution exercise its economic and administrative leadership in the community?
Social	• Communicate quickly and efficiently • Relate • Get involved socially (volunteer work, community work)	• Create a climate that facilitates personal and professional development • Foster participative management, collaboration and teamwork	• Get involved in social and community partnerships • Insure that your institution becomes a drop-in centre for your community
	Q: How can you exercise your leadership in the social field?	Q: What conditions can be created that will promote social leadership within your college or institution?	Q: How can your college or institution exercise its social leadership in the community?

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Tableau V

Questions of leadership

Questions of leadership : educational mission

- Does your institution have an educational mission?
- Is this mission statement being communicated throughout the institution?
- Does your institution favour educational practices that address the complete individual?
- Are your institution's educational mission and practices regularly assessed and realigned?

Questions of leadership : cultural mission

- Does your institution have a cultural mission statement?
- Does your institution allow sufficient resources to promote its cultural mission?
- Does your institution encourage its members to get involved in cultural activities and practices?

Questions of leadership : economic mission

- Does your institution have an economic mission statement?
- Does your institution allow sufficient resources to promote its economic mission?
- Does your institution work at establishing alliances and partnerships with various economic and business agencies?
- Does your institution involve itself with training entrepreneurs and supporting business endeavours?

Questions de leadership : social mission

- Does your institution have a social and community commitment statement?
- Does your institution allow sufficient resources to promote its social and community oriented activities?
- Is your institution actively involved in the everyday life of the community?
- Does your institution work at improving your community's quality of life?

Questions de leadership : your institution

How would you define your institution's culture : management or leadership oriented?
Is your institution primarily an organization or an educational environment?
How does your institution deal with change?
How are strategic decisions made in your institution and by whom are they made?
What place does your institution hold in your community?

Questions de leadership : yourself

- Are you a leader in your institution?
- What can you do to become one?
- Can you name three things you would like to change in your institution?
- How could you work at making these changes?
- How do you, as an individual, deal with change and innovation?